

HUNDRED YEARS OF THE UNIVERSITY OF CALCUTTA

A HISTORY OF THE UNIVERSITY
ISSUED IN COMMEMORATION OF THE CENTENARY CELEBRATIONS



UNIVERSITY OF CALCUTTA

1957

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FOREWORD

In the ensuing pages a band of competent scholars tells the story of the development of a centre of learning during a whole century. The establishment of this University marked the beginning of modern higher education in India and the century covers the period from the first indications of a new national consciousness to the attainment and consolidation of freedom. We now know the pattern of society planned for our country ; we are conscious of the ideals set before us which the educational institutions have to help in attaining. The celebration of the Centenary of the oldest University in the country is not only an occasion for retrospect ; it is not only an attempt to assess its achievements or measure its failure ; it is at the same time an effort to look forward, to estimate the nature of the work ahead and to think of the outline as well as the details of what has yet to be done. The problems before this University are numerous and the solutions are difficult to find. In the enthusiasm generated by the Centenary celebrations we should not only have an awareness of our difficulties but we must propose tentative solutions. These latter may prove on closer examination to be wrong but the heart-searching preceding the proposals is of value and it is this which we attempt to prompt through the volume we are bringing out.

The magnitude of the task before us has to be remembered. We have now 85,147 students, thereby gaining the doubtful distinction of being the largest University in the country, perhaps the largest in the world. The undergraduates are accommodated in 117 colleges and 3,357 post-graduate students in Arts, Science, Commerce and Technology, as also 1,900 Law students are concentrated in the University. Our University colleges have established their reputation as centres of learning and research, but our undergraduate colleges have been trying to accomplish their task in the face of tremendous odds. It is interesting to survey the increase in the number of college students from one decade to another ; from 8,150 in 1902 it mounted up to 28,618 in 1919, to 30,202 in 1927, 35,357 in 1937 and 45,608 in 1947. With the partition of the province, with the attenuated sphere of activity, this number has been nearly doubled during the last eight years. The institutions which are responsible for their education are maintained almost entirely with the fees paid by students and hence the salaries of teachers are lamentably low and the teacher-pupil ratio extremely unsatisfactory. It has been contended that large numbers in one institution need not necessarily be bad if we can have a sufficient number of teachers and contented teachers on an adequate salary. That there is something in this contention must be immediately conceded. But we must be fully aware of the implications of the proposal. Even if we accept the scales of salary and teacher-pupil ratio proposed by the University Grants Commission, each institution will require about three times their present income. Looking at it from another angle we may point out that at the University stage the present *per capita* annual expenditure for the whole country is over Rs. 400 whereas in West Bengal colleges it is below Rs. 200.

That the expenditure has to be incurred if university education is to be worth anything admits of no doubt. Even with this

provision of funds there will be room for improvement. In the heart of Calcutta it is difficult to get adequate building accommodation and until the transport system of the city is transformed we must have institutions in every zonal area to supply its needs. It may thus be necessary for one building to house two colleges at different times of the day but an educational unit of a very large size suffers from inherent drawbacks. The college is a community centre ; the people participating in its work form a fraternity. The cohesive nature of the organization depends on intimate contact between the administrators, teachers and pupils ; the ties become loose and the units drift apart when opportunities for constant communion are absent. If the numbers in the University could be equally distributed between all its affiliated colleges each of them would have a manageable number. But this is impracticable on account of reasons into which one cannot go here. Still an effort can be made to ensure that each institution in its pyramidal structure is an organic unity which alone can ensure healthy growth and development of all parts.

For several decades we have been talking of diversification of courses and institutions so that after leaving school every one need not flock to an Arts or Science college. Some efforts have been made ; centres of vocational training and multi-purpose schools are being started. But with the extension of primary and secondary education we have to visualize increase of numbers at the higher stages at a quicker pace than before and it will be difficult for the growth of new institutions to keep pace with this natural increase. It seems that in the foreseeable future we cannot think of any appreciable reduction in the number of university students and all our development plans must be based on the present enrolment with an annual increase in intake.

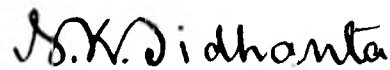
We have a number of such plans on the anvil, some purely academic, dealing with the structure and contents of education,

some more comprehensive embracing the adolescent's way of living. On the goal to be achieved we can be fairly definite. The universities are no longer intended to produce only minor civil servants ; they have to prepare the leaders of a democratic state based on the principles of justice, liberty, equality and fraternity. The education imparted has to inculcate these principles not only by precept but through the life lived. On the one hand, the student is to know of himself in relation to nature, to society and to the world of spirit. On the other hand, he has to learn the technique of playing his part for building up a society where everyone has an equal chance of freedom from want, fear and ignorance. The individual needs to be versed in the art of earning his livelihood but he must combine with this an intellectual alertness and sympathy which enables him to realize the needs of others ; he must cultivate a receptiveness to beauty which enables him to understand the glory of human life and its adornment.

We have a great task before us of preparing one hundred thousand young men and women for a life of strenuous endeavour. For accomplishing this we have a determined band of workers who have sacrificed prospects of material affluence to be missionaries for training men and women in wise leadership. They know they must equip the youth of the land "to read with insight the records of human experience as they are expressed in world's literature, to know the nature and consequences of ethical values, to sense the meaning of the social forces operating in the world today, to comprehend the complexities and intricacies of life in all its immensity." With the human resources at our disposal we are confident of securing the necessary material equipment in the shape of finances and of all that money can buy. The task at present is to keep the light of social enthusiasm burning in our hearts, to remove the miasma of frustration creeping into our environment, to dispel the cloud

of cynicism confusing our spirit and blinding our intellectual vision.

I take this opportunity on behalf of the University to thank the Chairman, Professor Pramathanath Banerjee, and other members of the Board of Editors two of whom, Professor Niharānjan Ray and Dr. Pratulchandra Gupta edited and saw the volume through the press. We are also grateful to the contributors to the volume and to Sree Saraswaty Press Ltd. who extended to us their fullest co-operation in getting the volume ready in time for the Centenary celebrations. A number of friends and friendly institutions allowed us the use of original documents and photographs in their possession. We offer our thanks to them as well.



Vice-Chancellor

CHAPTER ONE

BEGINNING OF WESTERN EDUCATION

THE STATE OF EDUCATION BEFORE 1813

THE decline of learning in India was very much noticeable at the end of the eighteenth century. Long continued acquiescence in an old system had brought about almost universal torpor of the national mind. When the British began to talk about education in India there were three types of educational institutions in Bengal—the *tols* or colleges of Sanskrit learning, *madrasas* or seminaries which taught Arabic and Persian, *patshalas* and *maktabs* which may be described as elementary schools. The number of elementary schools in Bengal and Bihar was perhaps about a lakh. But the education imparted, being limited to reading and writing and to accounts, tended rather to narrow the mind than enlarge the understanding. They had no printed books and scarcely any manuscript in prose. The great number of schools perhaps contributed to the keeping of education in a low state because it was not possible to secure the services of a sufficient number of men who were qualified to teach in these schools. In later years it was said of the elementary school teachers—the *gurumahasayas*—that many of them were as “ignorant as owls”. But when all is said it cannot be denied that there was a tendency to education to a certain degree throughout the whole country. There was no mutual connection or dependence between these vernacular schools and Sanskrit colleges. They were two separate classes of institutions. The vernacular schools were for the trading and agricultural classes, the Sanskrit seminaries were for the religious and learned classes. The two systems of instruction were entirely independent of each other. The Brahmins practically monopolised the whole of Sanskrit learning, the *vaidyas* or physicians being given a share because medical lore was enshrined in Sanskrit treatises. The *maktabs* or schools of elementary learning of the Muslims were not so numerous in Bengal as in Bihar. The Hindu and Mohammedan students generally received the same

instruction from the same teacher in the same elementary schools. The *madrasas* or seminaries of Muslims, for more elaborate Islamic studies, were not very numerous in Bengal but they were well endowed. The Persian language was still the language of the law courts and of revenue administration. With the Muslims this language was associated with a proud ancestry and a past dominion. But as the Persian language was for long in official use those who learnt Persian as the language of the books of correspondence and accounts, were, in the five districts surveyed by William Adam in 1835, in the proportion of 2,087 Hindus to 1,409 Mohammedans. The Hindus who learnt Persian were mainly members of the *Kayastha* caste. The state of things in 1800 could not have been very different.

The teachers and advanced students of the Sanskrit seminaries constituted the cultivated intellect of the Hindu people. William Adam's estimate was that on an average there were one hundred such *tols* in each district in Bengal. The total number of teachers and students in these seminaries in 1835 was about 15,000 (12,600 according to Adam¹ but he says that this is his lowest estimate). We would be justified in assuming that this was possibly the approximate number about the end of the eighteenth century. The teachers in these colleges imparted gratuitous education. They received gifts on the occasion of important religious ceremonies among the Hindus with which they supported themselves and their students. The cultivation of Hindu learning was universally acknowledged to give to its possessors a comparatively refined tone of feeling and character. The system of learned institutions had a principle of diffusiveness in the gratuitousness with which instruction was bestowed. The last great founders of endowments of Hindu learning in Bengal were Rani Bhabani of Natore and Maharaja Krishnachandra of Nadia. But generally speaking, as a consequence of widespread political and economic changes that took place in India in the second half of the eighteenth century, traditional learning lost the patronage of the "princes, chieftains and opulent individuals". The break up of the great zamindaris and the withdrawal of the support which their owners gave to the cause of learning made things very difficult for the learned professors

¹ *Adam's Reports on Education*, Calcutta University, p. 17.

of these Sanskrit seminaries. In the words of Lord Minto's minute of 6 March, 1811,

“the number of the learned is not only diminished but the circle of learning even among those who devote themselves to it appears to be considerably contracted. The abstract sciences are abandoned, polite literature neglected and no branch of learning cultivated but what is connected with the peculiar religious doctrines of the people.”

Jagannath Tarkapanchanan, who died at the beginning of the nineteenth century, was perhaps the last great giant of traditional Hindu learning in Bengal. He was acquainted with the Vedas, the Vedanta, the Nyaya, the Smriti, the Tantra, the Kavya, the Puranas and other sastras. He stands almost in isolation with his encyclopædic erudition. In most of the Sanskrit seminaries the scholars devoted too much time and attention to “vain and empty subtleties”, grammatical niceties and metaphysical discourses. Original genius and research had almost died out among this class of literary people. Reverence for the past so overwhelmed the present outlook that the feeling uppermost in the Indian mind was that our forefathers had absorbed all wisdom, all judgement and all knowledge. The ancient learning of the East was therefore reduced to memorising vast masses of ancient writings. But even in this state of decay it should be noted that there was a tradition of higher education extending over centuries. There was also a profound love and veneration for learning. But old learning was in urgent need of resuscitation.

There was no cultural association between Indians and Englishmen up to the eighties of the eighteenth century because the Indians with whom Englishmen came into business contact, did not certainly represent the cultured section of the population and, with some notable exceptions, Englishmen themselves had no cultural pretensions. Ramkamal Sen, author of the first important Anglo-Bengali dictionary, tells us that the first English Captain who came to infant Calcutta asked after his arrival for a *dhobhasia* or interpreter, a term very familiar in commercial intercourse in Calicut and Madras but not in Calcutta. The Setts, who were the Company's brokers, understood this term to mean a *dhobi* or washerman. To that “washerman”, who made good use of his monopoly, belongs the honour of being the first

English scholar in Bengal, if of course, the term scholar can be used in this limited sense. In those days a smattering of substantives, adverbs and interjections constituted the English vocabulary of the people, who associated with the British. The Court of Directors was rather anxious that its servants should learn "the Moorish and Gentoo" languages but there is no evidence of any anxiety that the Indians should learn the use of the English language to be of help in British business and administration.²

There came a change in the eighties of the eighteenth century. The Calcutta Madrasa was founded by Warren Hastings in 1781 and a Sanskrit College was founded at Benares in 1792, on the advice of Jonathan Duncan who was Resident there. A petition was presented to Warren Hastings in September, 1780, by a considerable number of Mohammedans of credit and learning, praying that he would use his influence for the foundation of a college for the instruction of young students in Mohammedan learning. Hastings readily agreed. He could thus assure himself of a regular supply of Muslim law officers, competent *qazis* and *muftis*. Jonathan Duncan made his suggestion for the foundation of a Sanskrit College at Benares with a view to "endear our Government to the native Hindus by our exceeding in our attention to them and their systems the care ever shown by the native princes". The foundation of the Asiatic Society in January, 1784 was a landmark in the cultural history of India. Thirty members of the European community under the leadership of Sir William Jones, Puisne Judge of the Supreme Court, Calcutta, took the initiative in founding the Society. Sir William Jones said in his inaugural address: "whether you will enrol as members any number of learned natives you will hereafter decide". Indian names were not proposed until 1829. But there was a genuine spirit of research among the members of the Asiatic Society in regard to investigations into oriental literature, history, philosophy etc. The idea that the study of oriental languages and cultures was "a high political obligation" came sometime later. Indian intellectual renaissance owes much to the British atmosphere and example.

Before the passing of the Charter Act of 1793, Wilberforce

² *Fort William-India House Correspondence*, vol. V, Introduction.

pleaded in vain in the British Parliament for the despatch of school masters to India. Charles Grant, who had served the Company for long in the commercial line in Bengal, propagated in England between 1792 and 1797 his idea of imitating the Roman conquerors who had civilized and improved nations. He wrote, "By planting our language, our knowledge, our opinions and our religion, in our Asiatic territories we shall put our great work beyond the reach of contingencies." In 1800, Lord Wellesley founded the College of Fort William for the training of young civilians in Calcutta. It paved the way for English education by bringing officers and Indian scholars together so that they could learn each other's language. The Asiatic Society had begun this association in the higher sphere of research studies by bringing together such men as Sir William Jones and Jagannath Tarkapanchanan. The study of the English language among Indians in Bengal ceased to be confined to clerks and interpreters.

In 1811, Lord Minto wrote the memorable minute which has already been referred to. He drew attention to the progressive decay of literature and science in Bengal. He apprehended that this would lead to the disuse and actual loss of many books: "Unless Government interposed with a fostering hand, the Revival of letters may mostly become hopeless from want of books or of persons capable of explaining them." He drew pointed attention to the decline of Hindu learning in Benares, Tirhut and Nadia and suggested that the Government should extend its fostering care to the literature of the Hindus and aid in opening to the learned people in Europe the repositories of that literature. He recommended the foundation of Sanskrit colleges at Tirhut and Nadia. His argument was that the credit of British national character was affected by the neglected state of learning in the East. It is probable that this minute led to the insertion of the clause in the Company's charter two years afterwards for the provision of funds for educational purposes. The clause, the interpretation of which was a matter of controversy between the Orientalists and the Anglicists in later years, runs thus:

"A sum of not less than one lac of rupees in each year shall be set apart and applied to the revival and improvement of literature and the encouragement of the learned natives of India and

for the introduction and promotion of a knowledge of the sciences among the inhabitants of the British territories in India".

The Act envisaged the foundation of "schools, public lectures and other institutions" at the Presidencies of Fort William, Fort St. George and Fort St. David. Nothing was done till Lord Hastings took up his predecessor's views and appointed W. B. Martin, W. B. Bayley, J. C. C. Sutherland and H. H. Wilson to give effect to this laudable object.

1813-1835

After the passing of the Charter Act some suggestions were put forward by those who were interested in education in India with a view to giving effect to the provisions of the Act of the British Parliament for the promotion of sciences and literature. Three of these plans deserve to be mentioned in this context.³

John Shakespear, a high police officer, brother of H. Shakespear who became later a member of the General Committee of Public Instruction, submitted a plan as an appendix to a report on the police of the western provinces. It can be thus summarised: There were 846 *thanas* immediately subject to the presidency of Fort William, each of which could be computed at more than 400 square miles. A *daroga* of police and a *munsiff* were appointed in each of these stations. If a 'native' school master was appointed in each of these stations on a salary of rupees eight per mensem, the expenses of 846 school masters would amount to Rs. 81,216 per annum. Besides this, if two school masters were appointed at each district station, which was the residence of Judge and Magistrate, with salaries of rupees twenty per mensem, the expenses for thirty-nine districts would amount to Rs. 18,720 per annum. Pay of six school masters, appointed at each of the six stations where the provincial Courts of Appeal and Circuit were established, at rupees twenty each per month, would amount to Rs. 8,640 per mensem. The civil surgeons were a class of officers well qualified by education for promoting the improvement of literature and they possessed full leisure for superintending these institutions. They were to be given a separate allowance for extra work. This arrangement

³ General Committee of Public Instruction—Correspondence and Proceedings, vol. III.

would involve an expense of Rs. 27,000 per annum for the forty-five surgeons. It was conceived that one gentleman of rank and erudition residing at the Presidency would be able to afford his aid by exercising a gratuitous superintendence and a Board of correspondence and general control might be established for this purpose. The missionaries at Serampore or other persons possessing requisite qualifications might be encouraged to select passages from the most approved Bengali authors. For this, a sum of Rs. 4000 per annum would be required for the compilation and printing of extracts. The total expenditure would thus amount to Rs. 1,39,576. This, according to Shakespear, might be the groundwork of any plan which might be under consideration for the general diffusion of knowledge.

William Carey, the Baptist Missionary, who was then Professor of Sanskrit and Bengali at the Fort William College, also submitted "a plan for instructing the natives of India in European science". This was written in June, 1814. According to him a small sum of money might be applied to answer most effectually the benevolent purposes for which it was intended. In making this enquiry two objects presented themselves to his mind ; the establishment of a system of national education for the poor and the establishment of seminaries and lectures for the purpose of teaching the higher branches of science. The first of these was confessedly an object of great importance but large funds would be necessary to give it effect and it was not precisely the object of Parliament of Great Britain in passing the law which was rather that of instructing Indians in the principles of science as understood and taught by Europeans. Here two alternatives offered themselves. One was that of instituting schools or lectures in the principal towns of India and the other, that of incorporating the instruction of the Indians with the other object of education pursued by the College of Fort William. A separate department of the college was to be established for the purpose of giving instruction to Indians. The separate department was to comprehend lectures and instruction to Indians in general science in three branches, *viz.*, Mathematics, Mechanical Philosophy and Natural Philosophy, for each of which European professors would be necessary. Each professor was to have two or three assistant professors under him who should superintend the minutiae of study. A number of competent Indian students

must be entertained on the foundation of the college to which might be added any further number of students who might be supported at their own expense.

On 9 June, 1814, J. H. Harington, of the Sadar Diwani Adalat, made the following suggestions for the promotion of science and literature :

The Hindu College of Benares should be reformed and placed on a footing more consistent with the usage of the Hindus. Hindu Colleges on similar footing were to be established in Nadia and Tirhut. A public library should be attached to each of these colleges. The Calcutta Madrasa should be reformed on principles similar to those for the Hindu colleges. Mohammedan colleges might be beneficially established at Bhagalpore and Jaunpur. Two modes were suggested for communicating European knowledge, one by establishing English schools to instruct Indians in the English language and through English medium, conveying to them a knowledge of European science and literature, the other by giving lectures and instruction in the languages of the country. He suggested that neither the one nor the other should be exclusively adopted and that both should be promoted as far as circumstances would admit. He was inclined to allure the Indians to the study of European science and literature by engrafting this study upon their own established methods of scientific and literary instruction. Europeans, proficient in the languages of Asia, were to be encouraged to translate useful European works into Arabic, Sanskrit and the popular dialects. Thus three very different proposals were made for the consideration of the Government—(a) improvement and better organisation of primary schools, (b) addition of a new department to the College of Fort William for the instruction of Indians in European science, (c) restoration of old learning, its more general diffusion and the instruction of some Indians in European language and science as also the encouragement of Europeans proficient in the languages of Asia.

In 1823, the Governor-General-in-Council resolved that “there should be constituted a General Committee of Public Instruction for the purpose of ascertaining the state of public education and of the public institutions designed for its promotion and of considering and from time to time, submitting to Government the suggestions of such measures as it may appear expedient to adopt

with a view to the better instruction of the people; the introduction of useful knowledge, including the sciences and arts of Europe". The General Committee was brought into existence as the sole organ of the Government in matters that concerned education. The Committee was composed of J. H. Harington, J. P. Larkin, W. B. Bayley, W. B. Martin, H. Shakespear, H. T. Prinsep, H. H. Wilson, J. C. C. Sutherland, H. Mackenzie and A. Sterling. J. H. Harington was the President and H. H. Wilson was the Secretary. The views of J. H. Harington seemed to find acceptance in the committee. There was a quickening of the Government's sense of responsibility as a consequence of the researches of Sir William Jones, H. T. Colebrooke, H. H. Wilson and others. But the Committee did not ignore that there was "a spontaneous demand for liberal education on the part of the most advanced thinking members of the Hindu community". C. E. Trevelyan was not certainly justified in his statement that the General Committee acted as if it was a subordinate branch of the Royal Asiatic Society. One of the first things it did was to complete the organisation of the Sanskrit College at Calcutta. On the advice of H. H. Wilson, the Government had abandoned the design of founding colleges in Nadia and Tirhut and had decided to found an institution at the Presidency similar to that at Benares but upon a bigger scale. The Committee also took under their patronage the Hindu College, *Vidyalaya*, which had been founded at Calcutta in 1817 by the leading Hindus for the education of their children in western arts and science.

The story of the foundation of the Hindu College has been given by Sir Edward Hyde East, Chief Justice of the Supreme Court, in one of his letters:

"About the beginning of May, a Brahmin of Calcutta, whom I know, and who is well-known for his intelligence among the principal native inhabitants and also intimate with many of our own gentlemen of distinction called upon me and informed me that many of the leading Hindoos were desirous of forming an establishment for the education of their children in a liberal manner as practised by Europeans of condition and desired that I would lend them my aid towards it by having a meeting held under my sanction . . . I communicated to the Government what had passed . . . and they (members of the Supreme Council) signified that they saw no objection to the parties meeting at my house . . . the meeting was held at my house on the 14th of May, 1816 at which 50 and upwards of the most respect-

able Hindoo inhabitants of rank and wealth attended, including also the principal Pundits, when a sum of nearly half a lac of rupees was subscribed and many more subscriptions were promised . . . all expressed themselves in favour of making the acquisition of the English language a principal object of education together with its moral and scientific productions . . . persons of various castes, all combining for such a purpose, whom nothing else could have brought together”.

In course of his evidence before the Parliamentary Committee of 1853, Alexander Duff said :

“English education was in a manner forced upon the British Government ; it did not itself spontaneously originate it. The system of English education commenced in the following very simple way in Bengal. There were two persons who had to do with it. The one was Mr. David Hare. The other was a native Ram Mohan Roy. In the year 1815 they were in consultation one evening with a few friends as to what should be done with a view to the elevation of the native mind and character. Ram Mohan Roy’s proposition was that they should establish an assembly or Convocation in which what are called the higher or purer dogmas of Vedantism or ancient Hinduism might be taught. Mr. David Hare was a watchmaker in Calcutta but being a man of great energy and strong practical sense he said the plan should be to institute an English school or college for the instruction of the Native youth . . . It was the first English seminary in Bengal or even in India so far as I know.”⁴

In view of what was said by Sir Edward Hyde East and Alexander Duff we would be justified in concluding that two persons initiated the scheme—Ram Mohun Roy and David Hare. It is relevant to note that in a Despatch of 1814 the Directors had definitely rejected the method of founding colleges “upon a plan similar to those that have been founded” at British universities. But within three years the “advanced thinking members of the Hindu community” of Calcutta, with David Hare as the adviser and Hyde East as the patron, started an institution which became later the nucleus of a university. The new learning of the West thus began its triumphant march in India.

The sponsors of the Hindu College wanted to give secular education to their children. No instruction was to be given in Hindu theology or metaphysics. It was education without religion. The primary object was “the tuition of the sons of res-

⁴ *Parliamentary Papers*, vol. XXXII.

pectable Hindus in the English and Indian languages and in the literature and science of Europe and Asia". The college was to include a school and an academy. In the academy instruction was to be given in the Languages, History, Geography, Chronology, Astronomy, Mathematics, Chemistry and other sciences. Though the cherished ideas of Ram Mohun Roy found their expression in this institution and its curriculum of studies he was not associated with it. Some of the promoters of this institution expressed a hope that "no subscription would be received from Ram Mohan Roy . . . because he has chosen to separate himself from us and to attack our religion". One of the promoters told Hyde East, "I hope there is no intention to change my religion". In official records the institution was termed *Vidyalaya* for some years. From 1826 the records of the General Committee describe it invariably as the Hindu College. The name gave satisfaction to the orthodox. Beyond this, the name did not connote much at that time.

The Hindu College Committee raised Rs. 1,13,179 and formally opened the college in a rented house with twenty pupils. Within a few months the number rose to sixty-nine. The college was under Indian management. The experiment of free tuition was tried and the college very soon faced a financial crisis. In 1823, on the advice of David Hare, the managers approached the Government for help. The Government agreed on certain terms and conditions. One of these terms was that it would exercise a supervisory control. Horace Hayman Wilson, Secretary of the General Committee of Public Instruction, a very reputed Sanskrit scholar, who had great influence with the Indians, was appointed its first Visitor. The institution, now financially solvent, thrived under his superintendence. "It was in this way that the British Government was first brought into active participation in the cause of English education."

The General Committee not only took the Hindu College under its patronage but founded two new colleges of oriental learning at Delhi and Agra. It began the printing of Sanskrit and Arabic books. It also appointed an oriental scholar for translating European scientific works into Arabic. The disbursements of education funds by the General Committee from June 1825 to June 1826 deserve to be noticed: Madrasa—Rs. 30,000 ; Sanskrit College—Rs. 20,000 ; *Vidyalaya*—Rs. 10,000 ;

Delhi College—Rs. 7,200 ; press—Rs. 12,000 ; books and apparatus from England—Rs. 10,000 ; donations of books—Rs. 2,000. A lakh of rupees was held by the Government agents on account of an endowment of the Agra College. English classes were afterwards established by the General Committee in connection with the Mohammedan and Sanskrit Colleges in Calcutta (1827), the Sanskrit College at Benares and the Agra College (1837), and a separate institution was founded at Delhi in 1829 for the cultivation of Western learning. In all these colleges under the General Committee of Education the superintendence was European and a systematic course of study was followed.

The good work done by the General Committee for Western education has been very much misunderstood because attention has been focused on the controversy between the Anglicists and Orientalists in the early thirties of the nineteenth century. In 1828, the English class which was started in the Calcutta Madrasa consisted of forty-two students. The General Committee, it should be emphasised, proposed in 1829 that a preference in the appointment of Government *vakils* and of agents with several Commissions should be given to those who had acquired that language. The Government did not think it expedient to accept this proposal but the Committee was authorised to state that proficiency in English would be a ground for preference, other requirements from candidates being equal. In 1828, the number of students attached to the *Vidyalaya* or the Hindu College was 436. The General Committee paid great attention to the improvement of the Hindu College and it became the first efficient seminary of European learning for the Indians. The General Committee's services in this sphere were recognised even by the leading Anglicists. C. E. Trevelyan wrote later, "The establishment of the capacity of the natives to acquire a first rate education in the English language was first fully tried and established in connection with the Hindu College". In 1828, the Governor-General, Lord Amherst, presided at the annual prize distribution ceremony and the meeting was held at the Government House. Henceforth at the annual prize distribution ceremony at the Town Hall either the Governor-General or the Vice-President of the Council presided. Thus the General Committee did all that it could to encourage English education in this institution. The Bhowanipore and Kidderpore schools,

which were established by Bengalis for the instruction of Hindu lads in English, were placed by the Comm.tee in May, 1829, on an improved footing. The General Committee gave necessary financial assistance and declared it to be "a great object to establish schools of this description which might in time serve as preparatory steps to the Hindoo College and relieve that institution of part of the duty of elementary education".

Students also flocked in growing numbers to the English schools started by the missionaries and Indian donors. The Christian missions became active in India after the passing of the Charter Act of 1813. But William Carey, who had come to India in 1793 in defiance of the East India Company's ban and started the great work for Christianity and for education at Serampore, stands in a class by himself as one of the great influences on the intellectual advancement of Bengal. It is interesting to note that when the Baptist Mission College was opened at Serampore the missionaries conceived the idea of "a Christian Benares where Christian scholars would be steeped in Oriental and Western learning and Indians of all castes would have access to all that the East and the West could provide". In 1821, the Danish King expressed his approbation of the institution. The college admitted Europeans, Anglo-Indians, Indian Christians and other Indian students. They were taught Sanskrit, Bengali and English. The first rapture of the Baptists was soon exhausted but "this institution became like Bishop's College a very valuable auxiliary to the cause of general improvement". The Bishop's College, founded in 1819, instructed Indian students with a view to their becoming preachers, catechists and school masters. Some non-Christian students were admitted. The studies were Theology, History, Mathematics, Oriental Languages and English. By its example and influence it did something for the spread of Western education. Other church organisations like the Calcutta Diocesan Committee, the Calcutta Corresponding Committee of the Church Missionary Society and the Church Missionary Association tried to extend the benefits of education. They found that it was necessary "to meet the calls of outstations for instruments of English education". The General Assembly of the Church of Scotland began its activities in 1823. Alexander Duff came to Calcutta in 1830. A school was started in Calcutta which developed later into a

college in 1810. The missionary schools did much to create a desire to acquire a knowledge of the English language. But the Indians themselves also started English schools. These pay-schools, as they were called, were opened in different parts of Calcutta. The most popular of them was the Oriental Seminary founded by Gour Mohan Addy. There were also some free schools imparting English education. The most famous of these was the Arpooly Patshala. As the desire to learn English grew daily schools were founded in different districts. One of the best district schools was set up at Taki, forty-five miles from Calcutta, by the local zamindars. It was placed under the management of the General Assembly of the Church of Scotland. The taste for English education became more and more widely disseminated. English books were so much in demand that the School Book Society sold upwards of 31,000 English books in the course of two years. This was the state of things which prompted Macaulay to assert in 1835 that the state of the market was the decisive test.

But the regeneration of a whole people is an animating pursuit and very soon controversy began. "The dictum that India owes Western education to Macaulay requires a good deal of qualification." Ram Mohun Roy, the most distinguished representative of new India that was emerging, was the first to protest against Government encouragement of oriental studies. In a remarkable letter to Lord Amherst he protested against the governmental plan for the foundation of the Sanskrit College in Calcutta. He wrote:

"We were filled with sanguine hopes that this sum would be laid out in employing European gentlemen of talent and education to instruct the natives of India in Mathematics, Natural Philosophy, Chemistry, Anatomy and other useful sciences which the nations of Europe have carried to a degree of perfection that have raised them above the inhabitants of other parts of the world . . . we looked forward with pleasing hope to the dawn of knowledge thus promised to the rising generation. We find that the Government are establishing a Sanskrit school under Hindu Pundits to impart the same knowledge as is already current in India . . . the pupils will there acquire what was known two thousand years ago with the addition of vain and empty subtleties since produced by speculative men."⁵

⁵ Trevelyan, *The Education of India*, p. 65.

This memorial, forwarded to the General Committee, remained unanswered. Ram Mohun Roy was not certainly lacking in oriental erudition. But this was his considered opinion that India at this stage of her history badly needed the light of new learning. There was no "ultra-Anglicism" in his arguments. There was only the awareness that English education alone could regenerate the nation. In 1853, Lord Ellenborough told the Parliamentary Committee of which he was a member that the zeal for Western education was due to the lure of office—"English means rupees". He should have known that the earliest advocate of English education was an Indian who was conspicuous for his deep learning and earnest patriotism, who demanded English education for the intellectual advancement of his countrymen. There were other eminent Indians who were in complete agreement with him in this respect though their conservatism kept him out of their company. Other motives operated with other people but they came later.

The Court of Directors did not agree with the policy of the General Committee. They wanted the Committee to impart "useful" knowledge, "not Hindu learning, nor Mohammedan learning though Hindu and Mohammedan prejudices will have to be consulted". The Court wrote in 1824, "in proposing to establish seminaries for the purpose of teaching mere Hindu or mere Mohammedan literature you bound yourselves to teach a great deal of what was frivolous, not a little of what was purely mischievous and a small remainder in which utility was in any way concerned". It was very soon found that the English classes which were attached to the oriental colleges had entirely failed in their object. The study which was secondary was naturally neglected. In such circumstances a difference of opinion arose in the committee. There was a stalemate. "ultra-Orientalism" was pitted against "ultra-Anglicism". But the tide had already set in strongly in favour of English education. The Orientalists made a mistake when they wrote "European science was neither amongst the sensible wants of the people nor in the power of the Government to bestow".

In reply to the rather unfavourable opinion of the Directors on the policy pursued by the General Committee, the committee pleaded for a more correct appreciation of their standpoint. Ac-

according to them the metaphysical sciences as found in Sanskrit and Arabic writings were fully worthy of being studied in those languages as in any other. The arithmetic and algebra of the Hindus according to them were grounded on the same principles as those of Europe. The elements of mathematical science taught in the Madrasa were those of Euclid. Further, the study of language and law could not be a waste of time. The Committee concluded by saying that Sanskrit and Arabic literature must be regarded as "the source of national imagery, the expression of national feeling and the depository of the most approved phraseology and style".

As there was a stalemate in the General Committee, the two parties being equally balanced for at least three years, a statement was made to the Government of the exact position. Macaulay, now the President of the Committee, was the leader of the Anglicists. As a member of the Governor-General's Council he submitted a minute to the Council on this question on 2 February, 1835. He told the General Committee on 6 February, that the "award"—this was his word—"was coming". The minute was approved in the Council and the resolution of 7 March, 1835 was passed. The "award" or resolution of 7 March, 1835, of the Governor-General-in-Council has been regarded as a landmark in the history of the country. It must be regarded as a tribute to the foresight of the founders of the Hindu College.

There is an impression that Lord William Bentinck was carried off his feet by the rhetoric of Macaulay. In the picturesque language of Trevelyan, "Macaulay having embellished the literature of Europe came to its aid when it was trembling in the scale with the literature of Asia". But English education was already an established institution in Bengal and to some extent in Bombay and was on the way to its installation in Madras. Bentinck's zeal did not need much quickening. He had already substituted English for Persian as the language of diplomatic correspondence with "country" powers and native states. This was "a good first step" towards giving an increased importance to the English language. Lord William Bentinck's letters were at first sent with a translation either in Persian or in the vernacular language. But very soon it was found that it was not necessary. Every Court employed English

knowing people to translate these letters.⁶ Lord William Bentinck was very much delighted with the Hindu College. Both he and Lady Bentinck used to come to the Hindu College very frequently. They saw the great success of English studies and they thought that equal success would attend every attempt to diffuse a knowledge of English in India. As early as 14 January, 1832, Lord William Bentinck, then on tour, had written from his camp at Krishnagar to the Vice-President of the Council that he wanted "to facilitate the general introduction of the English language as the organ of judicial business". Bentinck was already an ardent Anglicist. The Anglicists had by then triumphed in the Committee on medical education and Government orders had been issued for the abolition of medical classes in the Sanskrit College and the Calcutta Madrasa. The inclination of State influence was already apparent. Macaulay's energetic rhetoric decisively determined it and gave to the resolution an aggressive form which it would not have otherwise taken. The minute of Macaulay was not fairly drawn up by balancing the two sides of the argument. His arguments are best summarised in his own words:

"It seems to be admitted that the intellectual improvement of those classes of the people who have the means of pursuing higher studies can at present be effected by means of some language not vernacular amongst them. What then shall that language be? One half of the committee maintain that it should be English. The other half strongly recommend Arabic and Sanskrit. Which language is the best worth knowing? . . . A single shelf of good European library is worth the whole native literature of India and Arabia . . . English is the language spoken by the ruling class. It is spoken by the higher class of natives at the seat of Government. It is likely to be the language of commerce throughout the seas of the East . . . As soon as the code is promulgated the Shasters and the Hedaya will be useless to a *Mounsiff* or a *Sudder Ameen* (Indian judicial officers). It is manifestly absurd to educate the rising generation with a view to a state of things which we mean to alter before they reach manhood . . . The advocates of oriental learning designate the education which their opponents recommend as a mere spelling book education. There are in this very town natives who are quite competent to discuss political or scientific questions with fluency or precision in the English lan-

⁶ *Parliamentary Papers*, vol. XXXII.

guage. Indeed it is unusual to find even in the literary circles of the continent any foreigner who can express himself in English with so much facility and correctness as we find in many Hindus . . . It is possible to make natives of this country thoroughly good English scholars . . . Less than half the time which enables an English youth to read Herodotus and Sophocles ought to enable a Hindu to read Hume and Milton . . . We must at present do our best to form a class who may be interpreters between us and the millions. To that class we may leave to refine the vernacular dialects and to render them fit vehicles for conveying western knowledge . . . I would strike at the root of the bad system. I would at once stop the printing of Arabic and Sanskrit books. I would abolish the Madrasa and Sanskrit College at Calcutta. No stipends should be given to any student who may repair to the Sanskrit College at Benares and the Muhammedan College at Delhi. The funds which would thus be placed at our disposal would enable us to give larger encouragement to the Hindu College at Calcutta and to establish schools in the principal cities throughout the Presidencies of Fort William and Agra."

The Government resolution of 7 March, 1835, based on sentiments expressed in this minute, runs:

"His Lordship in Council is of opinion that the great object of the British Government ought to be the promotion of European literature and science amongst the natives of India and that all the funds appropriated for the purposes of education would be best employed *on English education alone.*"

The Government resolution did not order the abolition of any school or college of native learning but no stipend was to be hereafter given to any student who might enter any of these institutions. When any teacher of oriental learning in any of the institutions vacated his situation the Government would decide whether it would be expedient to appoint a successor. No money was to be spent on oriental publications. The funds thus released would be "employed in imparting the native population a knowledge of English literature and science through the medium of English language".

The Anglicists in the General Committee were Bird, Saunders, Bushby, Trevelyan and Colvin. The President, Macaulay, was their leader. The Orientalists were Shakespeare, H. T. and James Prinsep, Macnaghten and Sutherland. The view point of the Orientalist has been to some extent misinterpreted. They did not undervalue the teaching or the diffusion of English during all these years from 1823 to 1835,

but they laid much greater stress on the study of Persian and Sanskrit. They thought that it was a choice between a profound knowledge of Sanskrit and Arabic literature on the one side and a superficial knowledge of the rudiments of English on the other. But the slowness and inadequacy of their translation scheme and the apparent failure of the attempt to teach literature and science of Europe through the learned languages of the East strengthened the position of the Anglicists. It could be pointed out by the latter that there was a single show institution at the capital to be exhibited as a proof of the Orientalist zeal for higher education. But what were the people of the interior to do?

Macnaghten and James Prinsep wrote lengthy minutes on the resolution of 7 March, 1835. Macnaghten's minute dated 25 March, can be thus summarised in his own words—

“ . . . Some degree of moderation is required. Gentlemen without any pretensions to oriental erudition are declaring their belief that the cherished literature of some hundred millions of people is an unmixed mass of falsehood and absurdity. However well-founded the belief may be the open avowal of it, the continual acting upon it is unwise and impolitic . . . in the gravest matter that was ever submitted for the consideration of man a wish has been manifested to proceed with a precipitancy which could hardly be justified in the most trivial and ordinary occupation of life . . . It is really the proclamation of a crusade against every oriental feeling and institution—an open attack upon every stronghold and redoubt. All must be utterly destroyed by a *coup de main* and nothing else will suffice. I would earnestly suggest that no exclusive preference should be shown to the cultivation of the English language.”

James Prinsep, in his minute dated 30 April, 1836, put the case of the Orientalists no less forcibly. He had earlier endorsed the views of Macnaghten. He said that the policy pursued by the General Committee up to 1835 brought the English tongue in contact with the classic idiom of India. The publication activity aimed at placing in a printed and indestructible form the bulk of the classical works of India. Their intention was to translate and publish in the classical languages of India some standard works of European science. They encouraged and promoted the publication of private works of literature or education such as Wilson's *Sanskrit Dictionary*, *Maharatta Dictionary* and Bahadur Khan's *Epitome of European Sciences* in Persian.

The Committee further supported by ample subscription the printing of school books by the School Book Society. Prinsep argued :

“A Government Committee of Instruction is the fountain from which all the education of the country was to be fed and cherished. As much, if not more, may be done for the education of the country by the diffusion of English among the Indians of upper and middle classes within the halo of our immediate influence . . . a foreign tongue is forgotten as soon as learnt unless constantly kept in memory by practice.”

The views of the Anglicists were in his opinion vitiated by the “bias of enthusiasm”.

The opposition of the Orientalists to the “all destroying” edict of 7 March, 1835, was not ineffective. They argued at this stage that they were not opposed to the separate assignment of funds, even the outlay of another lakh of rupees on the new experiment. But they opposed vehemently the spirit of persecution which demanded deprivation of the funds of the existing oriental institutions. A petition signed by 8,000 Mohammedans and another petition signed by 18,000 (Prinsep’s figure) Hindus protested against this policy of diversion of funds from old learning to new learning. The “ultra-Anglicism” of the resolution of 7 March, 1835, had therefore to be abandoned. The Orientalists succeeded to the extent that the cultivation of Sanskrit and Arabic continued to exist under Government auspices. English was the first object of concern. The principle of the resolution that English *alone* was worth learning and English *alone* should be taught under Government auspices did not operate. But education in India was turned into a new channel along which it has ever since mainly flowed. It is necessary to point out that in those days those who spoke and wrote about education referred to the Government resolution of 7 March, 1835, and not to the minute of Macaulay, whose contents were not generally known.

Talk about elementary schools began in 1835. William Adam was appointed, in January 1835, to survey the state of vernacular education in Bengal. His first report is dated 1 July, 1835, the second, 23 December, 1835 ; and the third 28 April, 1838. But Bengal’s educational policy was not to be shaped in any way by sober and honest Adam who travelled through hamlets and villages for three years to collect his data

and to pen one of the ablest reports ever written in India. He stated that the English language could not be the universal instrument but he was conscious that European knowledge must be the chief matter of instruction. He knew that the people needed mental quickening. He criticised the Orientalists and the Anglicists who sought to confine governmental encouragement to upper and middle classes. His case against English as medium of conveying knowledge is best put in his own words.

“Let any one conceiving the desirableness of such a plan abandon in imagination at least the metropolis of the province or the chief town of the district in which he may happen to be living and with English society let him abandon for a while his English predilections and open his mind to the impressions which fact and observation may produce. Let him traverse a *pargana*, a *thana*, a district from north to south, from east to west in all directions. Let him note how village appears after village, before and behind to the right hand and to the left in endless succession. It is difficult to believe that it should have been proposed to communicate to this mass of human beings through the medium of a foreign tongue all the knowledge that is necessary for their higher civilization, their intellectual improvement, their moral guidance and their physical comfort”.

The report of Adam is a classic. He collected his data with a degree of minuteness which appears to the serious student as the nearest possible approach to accuracy. Compared with the report of Adam the minute of Macaulay, which appeared in a blaze of glory, is mere rhetoric. But rhetoric triumphed because its sentiments accorded with the spirit of the age. Though there was some talk about widening the foundations of the system by establishing elementary schools the Government continued to impart education mainly through the medium of English to the “upper and middle” classes. The new system gradually gathered momentum. Vernaculars continued to be denied their rightful place in the educational system for a long time to come. The English language was rightly regarded as the great channel of acquisition and vernacular dialects as the great channels of distribution. But as the funds at the disposal of the Government were considered to be insufficient—“there are more villages at the Presidency than we have rupees annually at our disposal”—the elementary schools were neglected and, then, almost forgotten.

The conservative Hindus feared that Western education was an explosive, disintegrating force. Some of the advocates of

Western system of knowledge were also alarmed at the wild opinions, extravagant freaks and vulgar excesses of many of those who were educated in the Hindu College in Western arts and sciences. Derozio, who was Master of English literature and history in Hindu College, inspired his students with a spirit of free enquiry. They tilted at everything Indian. It was feared that secular education, with its volcanic rationalism, would have "infidelizing effects". In 1831, Derozio was dismissed from the Hindu College as a corruptor of youth. But the Indian reformers did not lose their head. They could feel that the excesses of a few should not frighten them away from Western knowledge. Macaulay believed that, as a result of Western education, "in forty years' time there would not be an idolator among the respectable classes of Bengal". The missionaries, who sought to combine "a useful secular and a decidedly religious education", wanted to shatter the huge fabric of popular Hinduism and "supply the noblest substitute for that which has been demolished". But it was the Indian leaders, not Macaulay, nor the missionaries, who proved to be right. In 1852, a return was drawn up of the number of "students of English" who had embraced Christianity. The number was only about seventy. Of these only about one third consisted of those who had received instruction in Government institutions and two-thirds were converted by missionary effort. In the years that followed the impetuous regime of Bentinck, Trevelyan and Macaulay the Indian reformers and the missionaries kept persistently before the Government the supreme importance of Western education.

1835-1842

In 1835, the policy was adopted of giving State aid and supervision to schools teaching English. English schools now multiplied quickly. In Bengal their number was trebled in the next five years. The General Committee of Public Instruction formulated a plan on 11 April, 1835:

"that schools for the teaching of English literature and science through the medium of the English language be established in the principal towns under the Presidencies of Fort William and Agra as funds for that purpose became available and as school masters can be procured".

Six new seminaries were immediately established commencing with the cities of Patna and Dacca, with the funds released by the cessation of oriental publications. Six more seminaries were established in the beginning of 1836. Among those established in 1836 was the Hooghly College. When it was opened it was inundated with pupils. Twelve hundred boys sought admission into the English department in the first three days. For many years there had been in this area a network of vernacular schools under a European superintendent maintained by grants from the General Committee. These schools were first projected by a missionary, Robert May, and in 1818, there were thirty-six schools with 3,000 pupils receiving instruction on a new model. In 1818, May died, the schools languished and in 1824, they were placed under the management of the General Committee. In 1818, there were fourteen such schools with more than a thousand pupils. Chinsura and Hooghly were therefore very favourably placed for the spread of Western education. In Dacca, too, English education was very popular. Vernacular schools supervised by Europeans had also cleared the way for higher English education. These new institutions followed the model of the Hindu College. In these days it was very difficult to procure English teachers for these institutions. There were not many qualified Europeans in India who were willing to accept such positions. K. Zachariah points out in his *History of the Hooghly College* that the army proved a useful recruiting ground for professors. Corporal Graves, a graduate of Trinity College, Dublin, was in 1831 drawn from the artillery into teaching. Leonidas Clint, a Prizeman and senior Optime of Trinity College, Cambridge, had also joined the artillery. After some negotiations his discharge was purchased in 1838, and he was appointed Master in the Hindu College. David Lester Richardson, so famous in those days for his reading of Shakespeare, was a Captain in the army before he became a teacher of English in the Hindu College. A sub-committee was appointed by the General Committee for "ascertaining and reporting that persons duly qualified are willing to be appointed as teachers of English and on what terms". The General Committee also expressed their views on the subject of vernacular education in the annual report for 1835: "The General Committee are deeply sensible of the importance of encouraging the cultivation of vernacular languages. They do not think that

the order of the 7 March precludes this". In fairness to Macaulay it should be said that he regarded "the teaching of vernacular a bona fide part of an English education". He wrote:

"What is meant by teaching a boy a foreign language? Surely this, the teaching him what words in the foreign language correspond to certain words in his own vernacular language, then enabling him to translate from the foreign language into his own vernacular tongue and vice versa."

But it is necessary to note that the unimportance of vernacular in the college curriculum made students neglect their mother tongue. Of the colleges only the Hooghly College was for some years one of the nurseries of Bengali literature. The vernaculars did not pine and shrivel under the cold breath of Macaulay's rhetoric. The ardour for English education pushed vernaculars into the background in the colleges. But there was fortunately for Bengal a succession of eminent men who could refine Bengali language, enrich it and make it a fit vehicle for conveying new knowledge. With translations, adaptations and epitomes began that process in which "the work of centuries has been crowded into a few decades".

In consequence of the resolution of 7 March, 1835, stipends were abolished. Petitions were made by students of oriental colleges for the reinstitution of stipends. Lord Auckland replied in a minute of August, 1838, that the stipendiary system was unsuccessful in all countries.

"On the other hand I hope that scholarships, limited in number, given for a limited time, to the best students, upon fair and severe competition, may be considered as amongst the best stimulant for emulation and learnings".

As the bitter controversy between the Orientalists and Anglicists still continued Lord Auckland drew up a minute on 24 November, 1839, which made an authoritative pronouncement of a new education policy. Auckland interpreted Bentinck's resolution as a mediator. He was prepared "to dispose of the question on the principle of a liberal consideration to all wants and feelings". The grants enjoyed till 1835 by the oriental colleges were ordered to be restored. At the same time he made provision for additional funds amounting to Rs. 25,000. In 1840, to meet

⁷ Woodrow—*Proceedings of the Bethune Society ; Macaulay's Educational Minutes*, vol. II.

the claims of Western education, he made a further grant of about Rs. 1,50,000 for educational purposes to meet the growing needs of the Medical College and for the institution of scholarships. He emphasised that it was his principal aim

“to communicate through the means of the English language a complete education in European literature, philosophy and science to the greatest number of students who may be ready to accept it at our hands.”

Lord Auckland was in favour of rendering the highest instruction efficient in a certain number of central colleges rather than employing funds in the extension of the plan for founding ordinary *zilla* (district) schools. He wrote:

“My leading recommendation would be so to contact our *zilla* schools with the central colleges as to give from the latter to the ablest students of the *zilla* schools a stimulus that will carry them beyond the ordinary range of instruction.”

He, therefore, suggested to the General Committee to consider and report on the details of a scheme for assigning a certain number of scholarships to all the higher seminaries “to be assigned in regular rotation to be competed for by the pupils of each *zilla* school”. Auckland was opposed to the vernacularists because he believed in the theory of filtration. He wrote, “the hope of acting immediately and powerfully on the mass of the poor peasantry of India is certainly far from being strong with me”. He believed along with many others, that by raising the standard of instruction among the higher and middle classes, it would be possible for them to produce much greater and more beneficial change in the ideas and feelings of the community. Auckland suggested that a series of vernacular class books should be prepared. He also wanted to see how far the students should profit by the access to the considerable libraries attached to the institutions. The advance made in general knowledge by the perusal of library books should be tested by examination.

Lord Auckland envisaged a definite scheme for higher education on a larger scale with pecuniary help to deserving students in the form of scholarships. From the point of view of the foundation of the University of Calcutta eighteen years later, this plan of establishing central colleges to impart higher education to deserving students must be regarded as very important. Higher education on a larger scale, “the formation and efficient

directions of upper institutions" led logically to the foundation of a university.

The General Committee of Public Instruction made a careful enquiry and decided that eight rupees a month would be sufficient for the junior scholarships. It was suggested that one junior scholarship be assigned to be competed for by the pupils of each district school besides six to the students of each central college. The scholarships were to be tenable for four years. These junior scholars were to compete with other candidates for the senior scholarships of thirty rupees a month for the two first and of forty rupees a month for the last years. The scholarships were to be attached to the following colleges: The Hindu College, the Sanskrit College, the Calcutta Madrasa and Institution, the College of Muhammad Mohsin, the Benares College and Institution, the Agra College and the Delhi College and Institution. The Dacca school was immediately to be formed into a central college and Patna was recommended for the same distinction. The Government accepting these recommendations of the Committee expressed a desire that for some of the junior scholarships a free competition should be invited. The senior scholarships were higher in value than the oriental ones because those who knew English could have good remunerative employment and therefore they might otherwise be withdrawn from instruction. Provision was made for oriental scholarships—sixty-one junior English scholarships and forty-two senior English scholarships.⁸

⁸ The qualifications that were required for holding junior English scholarships:—

English Reading—The candidate must be able to read with facility and correctness a passage of English prose, selected from Dryden, Swift, Addison or Johnson.

English Grammar—He must be able to parse correctly and correct false grammar.

History—He must know the leading facts of the histories of Greece, Rome, England and India and the leading facts of universal history such as the rise and decline of nations and religions.

Geography—He must know the form of the earth, its great divisions and their sub-divisions into countries, the names of the capitals and principal cities of each country and of the principal mountains and rivers.

Arithmetic—He must know the simple and compound rules.

Hindoostanee or Bengali—He must be able to translate correctly from one of these languages into English and from English into one of these languages.

The papers were set by the most distinguished men available. Even the Governor-General did not disdain to lend a hand. The standard was very high. The scholarship examinations became the chief events of the academic year. It is relevant to note that the General Committee recommended in 1840 in connection with the scholarship scheme that

“as a further encouragement some mark of distinction or scholastic degree be conferred on those meritorious youths who have passed through the senior scholarships with credit so as to distinguish them in society as men of learning”.

The Governor-General-in-Council resolved that “this proposition may be reserved for consideration hereafter when its practical adoption may appear to be desirable with reference to the circumstances and feelings of Indian society”. The idea of a university conferring degrees first voiced by the General Committee lived and worked.

Prize essays at the Hindu College examinations set the standard for English composition in the Senior Scholarship Examination. Lord Auckland was the examiner in the Hindu College examination of 1839-40. He set an essay on Moral Courage. Dulal Chandra Roy's answer was considered by him to be the best. An extract from that answer will convey an

“The qualifications for holding senior English scholarships:

English Composition—The candidate must be able to compose an English essay, equal at least in style and matter to the prize essays at the Hindoo College of 1838-1839.

History—He must be able to answer a set of questions equal in number and difficulty to those given in 1838-1839 to the students of the Hindoo College, as fully and correctly as those questions were answered by the students who obtained the prize.

General Literature—He must be able to explain passages of prose and verse, selected from Shakespeare, Bacon, Milton, Dryden, Swift, Addison, Johnson and any other author with any of whose works he may be acquainted.

Mathematics—He must have a knowledge of Algebra as far as simple and quadratic equations, of plane trigonometry and of the four first books of Euclid.

Natural Philosophy—He must have a knowledge of Mechanics, Astronomy, Hydrostatics, Pneumatics and Optics as far as these subjects are treated of in the popular introduction to Natural Philosophy published by the Society for the diffusion of useful knowledge.”

Correspondence and Proceedings of the General Committee of Public Instruction 1823-1841, vol. V, p. 917.

idea of the quality of writing. The prize-winner, a student of the first class of the Hindu College wrote :

“ . . . To confirm what I have said above I need not go anywhere else for an illustration for my own country will furnish a noble example of moral heroism. Need I inform my readers that I allude to that extraordinary man who has done so much honour to our countrymen, I mean, the late Ram Mohan Roy. Actuated by motives truly philanthropic, offended at the errors and superstitions of his deluded fellow subjects this great man attempted changes and reformations which inflamed those for whose good he laboured with the highest resentment and indignations. He knew what he was doing. He regarded not the scoffs, animadversions and abuses which ignorance and superstition heaped upon his head. He answered them only with indifference. He wisely thought that one day, though late, they would find reason to repent of their conduct and be sensible of his good intentions. This is true heroism. This is moral courage.

“I do not think it necessary to point out any more instances than the one to which I have already adverted. A reference to history will give us the names of many a man which it will be tedious to enlarge upon. It will hold forth before our eyes such names as a Socrates, a Regulus, a Cincinnatus, a Luther and many other personages of ancient and modern times.”

This was a fitting tribute to the great man who was so much responsible for the introduction of English education and Western knowledge among his countrymen. He was one of the sponsors of the Hindu College but he was told that his countrymen were not prepared to welcome his co-operation. He retreated from the management of the proposed institution. The Hindu College was thus deprived of the services of this truly noble man who with his gifts of nature, his high position, deep learning, earnest patriotism and rare self-denial was more than any other person fitted to carry out his own project. But Bengal was grateful and the gratitude was best expressed in that prize essay written five years after his death by one of the beneficiaries of the system for the establishment of which he had fought so successfully.

In 1842 died David Hare who shared with Ram Mohun Roy the leadership of the movement which led to the triumph of the new learning. They wanted to secure for the Indian world the benefits of Western education without the addition of Christianity. David Hare has been described as “one of those persons disabled by temperament from accepting the dogma of religion

but compelled by his heart to lead an essentially Christian life". In the address presented to him by 565 young Indians in February, 1831, he was described as "setting an example to his own countrymen and ours to admire which is fame and to imitate immortality". Bengal remembers him with affection and gratitude.

1842-1854

In 1842 Sir Edward Ryan, who had succeeded Macaulay as the President of the General Committee of Public Instruction, left India. The Governor-General-in-Council placed on record their recognition of his eminent and earnest services. But advantage was taken of the vacancy of the office of President to reconsider the constitution of the Committee. The general and financial business of the Committee of Public Instruction was assumed directly by the Government and it was resolved by the Governor-General-in-Council that the Committee would be maintained as "a council of education for purposes of reference and advice upon all matters of important administration and correspondence maintaining in a great degree its accustomed care of the institutions at the Presidency and not as a committee charged with the functions of executive management."⁹ The Council of Education was the immediate controlling authority from 1842 to 1855.

					No. of students
<i>Calcutta</i>					
Hindu College	...	...	...	...	520
Medical College	...	...	...	...	87
Md. Madrasa	...	...	...	...	253
Sanskrit College	...	...	...	...	118
<i>Hooghly</i>					
College of Md. Mohsin	...	...	...	...	964
Hooghly Branch School	...	...	...	...	368
Hooghly Infant School	...	...	...	...	54
Seetapore Branch School	...	...	...	...	141
Tribenec School	...	...	...	...	68
Umerpore School	...	...	...	...	100

⁹ List of Government institutions under the Council of Education on 30 April, 1842; Kerr, *Review of Public Instruction in the Bengal Presidency* 1835-1851.

					No. of students
<i>Division I—Bengal</i>					
SEC. I					
Bancoora School	...	...	...	...	199
Jessore School	...	...	...	...	158
Dacca College	...	...	...	...	342
Comilla School	...	...	...	...	83
Chittagong School	...	...	...	...	105
Beauleah School	...	...	...	...	177
Barisal School	...	...	...	...	61
Sylhet School	...	...	...	...	151
SEC. II—Orissa					
Cuttack School	...	...	...	...	86
Midnapore School	...	...	...	...	149
SEC. III					
Gohawatee School	...	...	...	...	171
Seeksagar School	...	...	...	...	75
Akyub School	...	...	...	...	56
Ramree School	...	...	...	...	79
Moulmein School	...	...	...	...	65
<i>Division II—Behar</i>					
Patna School	...	...	...	...	107
Bhagalpur Inst.	...	...	...	...	66
Bhagalpur Hill School	...	...	...	...	104
<i>Division III—Allahabad Division</i>					
Benares Seminary	...	...	...	...	19
Benares Oriental Coll.	...	...	...	...	183
Allahabad School	...	...	...	...	103
Saugar School	...	...	...	...	222
Jubbulpore School	...	...	...	...	174
Azimgarh School	...	...	...	...	246
Gorakhpur School	...	...	...	...	54
<i>Division IV—North-Western Province</i>					
Agra College	...	...	...	...	346
Delhi Coll. & Inst.	...	...	...	...	426
Bareilly School	...	...	...	...	85
Meerut School	...	...	...	...	67
Faruccabad School	...	...	...	...	108
Ajmere School	...	...	...	...	171
<i>The principal private seminaries in Calcutta in 1850 :</i>					
Indian Free School	...	...	...	...	125
Indian Academy	...	...	...	...	225
Seal's Free School	...	...	...	...	300
Patriotic College	...	...	...	...	110
Oriental Seminary (founded by Gour Mohan Addy)	...	...	...	...	585
Anglo Indian School	...	...	...	...	100
Union School	...	...	...	...	100
Hindoo Benevolent Inst.	...	...	...	...	100
Literary Seminary	...	...	...	...	50
Charitable Morning School	...	...	...	...	80

The Council of Education had at the very beginning to consider whether it should continue "the School Society's English School at Pataldanga superintended by the late Mr. David Hare". It appears that the pupils of the school were admitted entirely by David Hare. The discipline was maintained by David Hare personally and he paid from his own funds any incidental expenses in excess of the Government allowance of Rs. 500 per month. The average expenditure amounted to Rs. 565 per month. There were in the school 469 boys divided into twelve classes of which the lowest were learning the primer and the upper classes history, poetry and algebra. Their ages varied from seven to sixteen years. This was one of the best schools in Calcutta. The Council of Education naturally took it under its supervision. The Hare School in Calcutta perpetuates the memory of this benefactor's services to the cause of Western education in India.

Up to 1839 the General Assembly's Institution was merely of a primary or preparatory character. But early in 1840 a higher or collegiate department was constituted. At the beginning of 1841 the number of students was eight to nine hundred. The number in 1847 was 1,044, in 1852, 1,380. Of this number about one-tenth were in the higher or collegiate department. This institution, in the words of the *Calcutta Christian Observer*, gave:

"Christian education a concentration and force which it had never possessed before in this country. Some missionaries have been distinguished for their labour in translations, others in composing and printing useful works, other in preaching, and it has been the lot of our Scottish brethren to be eminent in providing an educational institution in every way worthy of the cause they desire to propagate."

Alexander Duff was the greatest figure in the missionary world at that time. He did excellent work for education in Bengal. His college could produce youngmen who were equal to those in the Hindu College in point of general, literary and scientific attainments.

Persian was rapidly "melting away like snow". English steadily replaced it. Act XXIX of 1837 made it lawful for the Governor-General-in-Council to dispense with the provision which enjoined the use of the Persian language and to prescribe the language and character to be used in its stead. In 1838,

it was ordered that in the districts comprised in the Bengal division of the Presidency of Fort William the vernacular language of those districts shall be substituted for the Persian in judicial proceedings and in proceedings relating to land revenue.

It is relevant to note that in 1844 when Lord Hardinge decided to establish 101 vernacular schools he did not place them under the Council of Education. These schools were distributed among thirty or thirty-two of the districts so as to allow at least three schools to each district. They were placed under the control of the Collector and consequently under the Board of Revenue. There was a presentiment that they would not succeed. As the Collectors took no interest in these schools they dwindled down to twenty-eight or twenty-nine. When in April, 1852, they were transferred from the charge of the Board of Revenue to that of the Council of Education it appeared that "they were in a languishing state and had not fulfilled the expectations on their establishment". Almost every person in authority talked airily about giving the preference to the vernacular language but English became gradually after 1844 the language of public business.

In 1844, Lord Hardinge declared English education as a qualification for public service. The resolution runs thus:

"The Governor-General having taken into consideration the existing state of education in Bengal and being of opinion that it is highly desirable to afford it every reasonable encouragement by holding out to those who have taken advantage of the opportunity of instruction afforded to them a fair prospect of employment in the public services and thereby not only to reward individual merit but to enable the State to profit as largely and as early as possible, by the result of the measures adopted of late years for the instruction of the people as well by the Government as by private individuals and societies, has resolved that in every possible case a preference shall be given in the selection of candidates for public employment to those who have been educated in the institutions thus established and especially to those who have distinguished themselves therein by more than ordinary degree of merit and attachment".

The Governor-General directed that returns of meritorious students should be sent by the Council of Education, Local Committees and other authorities representing public education. The Council of Education was directed to receive similar returns of

meritorious students from all scholastic establishments other than those supported by public funds. The returns, when received, were to be circulated to the heads of all Government offices both in and out of Calcutta. They were to be told that in filling up every situation of whatever grade they were to show these candidates' invariable preference over others. H. R. James, Principal, Presidency College, Calcutta (1907-16) writes:

"The immediate effect of this resolution does not appear to have been great, its ultimate influence has been scarcely less than that of the adoption of English education. It has given English education its value in terms of livelihood."¹⁰

The Council of Education established a Test examination which none but the students of the Government institutions were able to pass. The missionaries led by Duff protested against the syllabus which took cognisance of courses taught only at Hindu College and the examiners who were administrative officials ill-fitted to conduct academic examinations. A sharp controversy began. The missionary institutions did not send any of their students to sit for this examination. Forty-four students passed in seven years. The missionaries and those who were in charge of oriental studies asserted that this was not carrying out the spirit of Lord Hardinge's notification. In his evidence before the Parliamentary Committee in 1853, Marshman said that the missionaries and all those who took an interest in public education wanted that the system should be entirely remodelled. He added, "the great object of desire in India as a remedy for this state of things, is the establishment of Universities, one at each of the Presidencies."

In 1846, Henry Seton of the Governor-General's Council wrote to Hobhouse, President of the Board of Control, "one of the first calls upon your attention will be the Calcutta University which will, I have no doubt, receive your sanction and support". But Hobhouse had little or no enthusiasm for education in India and had no inclination to think about the subject. When Lord Dalhousie became Governor-General in 1848 he aimed at promoting higher education. He first thought of a new general college, the Presidency College. Through this he visualised an Indian university. But Sir Charles Wood, the new President of the

¹⁰ James, *Education and Statesmanship in India*, p. 32.

Board of Control, was also devoting his thought to education. As mass education was impracticable because of its bigness, Wood thought of higher education. But he had his misgivings about Calcutta. He wrote to Dalhousie, "I am inclined to think that these highly educated natives are likely to be a very discontented class unless they are employed and we cannot find employment for them all." Though he hesitatingly accepted the idea of founding universities at Calcutta, Bombay and Madras he was for leaving higher education "to be mainly supported by those who are anxious for it". He further wrote to Dalhousie, "if they choose to educate themselves, well and good, but I am against providing our own future detractors, opponents and grumblers".¹¹ Thus took shape the idea of a university taking charge of Western education, which had already taken deep root in Bengal. The Government proclaimed its duty of giving higher education to Indians through universities but it tried to do so on the cheap. The universities were to be mere corporations of administrators. The University of Calcutta was the successor of the General Committee of Public Instruction and the Council of Education.

When a definite proposal for the foundation of a university was adumbrated by the Council of Education in 1845 they suggested that degrees should be given not only in Arts and Science but also in Medicine, Law and Engineering. It is, therefore, necessary to trace the genesis of medical education, legal education and engineering education in Bengal.

MEDICAL EDUCATION

The first institution of some importance for medical education established in Bengal was the School of Native Doctors. In May, 1822, the Medical Board communicated to Government a memorandum suggesting the establishment of such a school. The scheme met with Government approval. A general order was issued in June, 1822, establishing the school.

"The school to be established at the Presidency for the instruction of Natives in Medicine with a view to the civil and military service ; to be under a medical officer as superintendent ; to consist of 20 students . . . generally to impart to them a practical acquaintance with the diseases of most frequent occurrence in

¹¹ Wood Papers Letterbook V. *Bengal Past and Present*, 1955.

India, the remedies best suited to their cure and the proper mode of applying those remedies”.

The institution was later known as Dr. Tytler's school, Dr. John Tytler being appointed Superintendent in 1828. In 1827, medical classes were also opened in the Calcutta Madrasa to teach the *unani* system and in the Sanskrit College to teach the *ayurvedic* system. It was reported in 1828 that the progress of students in the medical classes of the Sanskrit College in the study of medicine and anatomy had been satisfactory and that “the students had learnt to handle human body without apparent repugnance and had assisted in the dissection of other animals”.

In 1833, Bentinck appointed a committee to report on the state of medical education in the Calcutta Native Medical Institution and in the Sanskrit College and the Calcutta Madrasa. The Committee was also to consider the question whether “it would be expedient to confine the medical instruction to English lectures and to adopt for class books solely English treatises, discarding Sanskrit medical books altogether”. The battle which was so well contested in the General Committee was fought also in this new field. The Committee in its report submitted on 20 October, 1834, said, “A knowledge of the English language we regard as a *sine qua non* . . . We wish them to be able to drink out of the fountain head instead of depending to allay their mental thirst with dribblets of translation.” The Committee recommended the establishment of a new medical institution on an extensive scale where “the various branches of medical service cultivated in Europe should be taught and as near as possible on the approved European system”. Victory rested with the Anglicists. By the Government order of 28 January, 1835, the Native Medical Institution as also medical classes in the Sanskrit College and the Calcutta Madrasa were abolished with effect from 1 February, 1835, and a new Medical College was founded for imparting instruction in the various branches of medical science on the most approved European system.

Fifty students were to be admitted as foundation pupils. They were to receive a monthly stipend from the Government. In addition to the foundation pupils the benefits of the new college were opened to “all classes of native youths between the age of fourteen and twenty without exception to creed or castes”.

The students were to be respectably connected. Ability to read and write English and Bengali or English and Hindustani was considered essential. The first examination for grant of certificates of qualifications to practise surgery and medicine or for admission into the service was to be publicly made by the Committee of Education. Forty-nine students were selected in 1835 as foundation pupils. Most of them had their education in the Hindu College, Hare's School and the General Assembly's Institution. Some came from private institutions. Dr. Bramley was placed in charge of the institution with Dr. Goodeve and Dr. O'Shanghnusy as his colleagues. Trevelyan wrote, "of all the late measures for the promotion of education in India this alone was adopted in anticipation of the effectual demand".¹² Stipends had therefore to be given to medical students until the advantages became more fully evident.

There is a tradition that Madhusudan Gupta was the first to begin dissection of the human body. He was formerly a student of the medical classes attached to the Sanskrit College. He rose to be a teacher there. On the establishment of the Medical College he was transferred to that institution. It has been said that "Madhusudan Gupta with a few courageous pupils rose superior to the prejudices of their early education and boldly flung open the gates of medical service to their countrymen by dissecting with their own hands a human body which had been performed for demonstration". But Principal Bramley's report about the first performance of dissection is different. He writes:

"On the 28th October four of the most intelligent and respectable pupils, at their own solicitation undertook the dissection of the human subject and in the presence of all the Professors of the College and of fourteen of their brother pupils demonstrated with accuracy and nicety several of the most interesting parts of the body. Thus was accomplished through the admirable example of these four mature youths the greatest step in the progress of true civilization which education has yet effected."

Dr. Mahendralal Sarkar later made enquiries as to who was the pioneer of dissection in Bengal. He got his information from two of the oldest medical practitioners and he wrote in 1872 that "Babu Rajkrishna Dey was the individual who was the first to plunge the scalpel into the dead human body".

¹² Trevelyan, *The Education of the People of India*, p. 30.

David Hare was for four years Secretary to the Medical College Council (1837-1841). In the examination of 1838 eleven students of the Medical College came forward one year in advance as candidates for letters-testimonial for declaring them competent to begin the practice of medicine and surgery. The Examination Committee of the Medical College unanimously recommended that Umacharan Sett, Dwarkanath Gupta, Rajkristo Dey and Nabinchandra Mitter were competent enough to be given letters-testimonial for practising medicine and surgery. They were the first batch of full-fledged medical men in Bengal trained in the Western system. Lord Auckland presented a gold watch to Umacharan Sett who was adjudged the best among them.

In 1839, Dr. Wise, Secretary to the General Committee of Public Instruction, drew the attention of the Government to the suggestions of the Committee appointed in 1833, to send "eight of the elite of the pupils" to Europe to complete their education there. Dr. Wise told the Government that "the experiment would show to the people of England the powers and capabilities of the Hindu youth's mind and thereby probably lead to the augmentation of education in India by exciting the attention of the English people on the subject . . . the evidence of rich harvest which Indian education must return". The Indian students could not at first be induced to go to Europe. But in 1844, Dwarkanath Tagore, proceeding to Europe for the second time, made the munificent offer to take two pupils of the Medical College to England. It was calculated that each pupil would cost Rs. 7,000. Three students volunteered to go, Bholanath Bose, Suryakanta Chakrabarty and Dwarkanath Bose. Professor Goodeve proceeding to England offered to pay the expenses of the additional student. An additional sum was raised for the fourth student, the Nawab Nazim of Bengal making a contribution of Rs. 4,000. Gopalchandra Seal was the fourth student who agreed to go. They proceeded to England in March 1844. They got the diploma of the College of Surgeons in 1846. Three of them also got the M.D. degree of London University, the highest professional degree which could then be procured in Europe. In 1845, the teaching of the college was placed on a new basis. The course was extended from four to five years. In 1846, the course of instruction pursued in the Medical College

was recognised by the Royal College of Surgeons in England, the University of London and the Worshipful Society of Apothecaries.

A proposal was made for the establishment of a class of Bengali doctors in connection with the Medical College. In 1847, a two years' "apprentice course" was instituted for members of the subordinate medical service. Dr. Mouat and Diwan Ramkamal Sen drew up a scheme. Dr. Mouat said: "These new Doctors would be the only check on the common vendors of poison . . . thus forming a special medical police." Ramkamal Sen proposed that instruction should be given in vernacular. It was argued that Indians studying through an English medium had neither time, nor disposition nor means to communicate to their countrymen the knowledge they possessed. The new Bengali class was opened on 15 June, 1852. The first set of pupils of the Bengali class, twenty-one in number, appeared at the examination in 1853. The *Calcutta Courier* of 6 September, 1844, records that Matilal Seal made a gift of a valuable plot of land, beside the Medical College for a hospital for the sick people. The foundation stone of a large hospital was laid by Lord Dalhousie on 30 September, 1848.

LEGAL EDUCATION

Macaulay wrote in 1835 that the Indian Law Commission was very soon going to promulgate a code which would make the "Shaster and the Hedaya useless to a *Munsiff* or a *Sudder Amin*". At the advent of British rule the penal law in force in Bengal was the Mohammedan Law. But after December, 1790, began the systematic supersession of Muslim criminal law by British regulations. Muslim penal law was gradually "dis-stated" to such an extent that only certain original peculiarities, certain technical terms and nice distinctions—mere lumber of pedantry—remained as relics encumbering the dispensation of justice. Macaulay swept this rubbish aside. In view of the new set-up a new system of legal education became necessary. The Sadar Diwani Adalat remarked in their report for 1836:

"No peculiar acquirements are at present looked for in a native judge, beyond general good character, respectability of family and a competent knowledge of Persian and Bengali languages

... as the readiest means of improving the present system of nomination the Court would suggest the appointment of a regular Professor at all Government colleges for the purpose of-instructing the native youths for the judicial and revenue branches of the public service. To each college possessing such a Professor one or two Munshiffships or uncovenanted Deputy Collectorships might be presented."

The General Committee was anxious to provide for systematic instruction in law. About the beginning of 1841 they succeeded in securing the services of a barrister of the Supreme Court who was to deliver a course of lectures to students of the Hindu College on a fixed salary of Rs. 300 per month. The experiment was not of long duration. In 1843, the Advocate-General of the day, offered his services to deliver lectures gratuitously to Indian students. He delivered a course of lectures in November and December, 1843, and in the early months of 1844. His lectures were attended by senior students of the Hindu College and the Hooghly College. His untimely death prevented the lectures being delivered in 1845. In 1852, an eminent barrister was appointed in the law department of the Hindu College. In 1852-53 the law classes were attended by thirty students, of whom twenty-five belonged to the college and five were ex-students. Six students who went up for the examination passed creditably. The Professor of Law deplored the want of a good law library. But the teachers, one after another, were men of distinction. By Regulation XXVII of 1814 it was provided that pleaders were to be either of the Hindu or Muslim religion and preference would be given to those who were educated in the Hindu or Muslim Colleges established or supported by Government. This restriction was removed in 1846. Act I of that year laid down that "the office of pleader in the courts shall be open to all persons who could obtain a certificate as directed by the Sudder Court". There was an examination but no teaching arrangement.

ENGINEERING

A professorship in Civil Engineering was founded in the Hindu College in 1843-44. This professorship like the one in Experimental and Natural Philosophy was created on condition that lectures should be open to all classes and religions.

The Hindu College was thus converted into a new general institution open to all communities. The Hindu College, re-named Presidency College, started work in 1855. A Civil Engineering College was established as a separate institution in 1856. The first Engineering College established in India was founded in Roorkee in 1847.

WOMEN'S EDUCATION

In tracing the beginnings of Western education cognisance should be taken of the pioneering work in the field of women's education. The Female Juvenile Society, an organisation of European ladies, did some elementary school teaching among girls of poor families under the auspices of the Baptist Mission of Calcutta. Raja Radhakanta Deb encouraged their endeavours. But this did not bear much fruit. He also encouraged the writing of a pamphlet *Stri Siksha Vidhayak* in which evidence was collected which proved that female education was at one time customary among the higher classes of Hindus. It was agreed that if women's education was encouraged it would produce most beneficial effects. But this enthusiasm was not shared by others. Nothing very noticeable was done for women's education for a long time. In 1824, a Ladies' Society for Native Female Education made an organised effort for the promotion of women's education in Calcutta and its vicinity. Some leading Hindus headed by Raja Radhakanta Deb helped the organisation. The Society proposed to erect a central school. The General Committee wanted to comply with the request for financial assistance. But the Governor-General to whom the question was referred wrote in a minute that it had been publicly avowed in the hearing of many Indian gentlemen that the object of the Ladies' Society was the propagation of the Christian religion. He, therefore, interposed his authority and the grant was negatived. The matter was referred to the Court of Directors. They confirmed the orders of the Governor-General.

This Christianising zeal was responsible for almost a quarter of a century's set back to all attempts at the promotion of women's education in Calcutta until the arrival of Drinkwater Bethune as Law member of the Governor-General's Council. Drinkwater Bethune came here to "cut the Macaulay code into laws".

Dalhousie appointed him President of the Council of Education. Thus began his great work in the cause of women's education in Bengal. He carried Dalhousie with him. The Calcutta Female School was started in May, 1849. Bethune tried to ascertain in a rather unorthodox manner whether Queen Victoria would be willing to lend her name to this institution. For this he was snubbed by Hobhouse, President of the Board of Control. He thus failed in his attempt to get royal patronage. He died on 12 August, 1851. On his death-bed he expressed a wish that his school should become an institution of the Government of the East India Company. But the President of the Board of Control was not prepared to respect his dying wish. By his will Bethune made a gift of his Calcutta property valued at Rs. 30,000 to this school. He also expressed a desire that the name of Dakshinaranjan Mukherjee should be connected with this institution "in honourable testimony of his great exertions in its cause". Lord Dalhousie out of regard for Bethune defrayed the expenses of the institution until his departure from India in 1856. The Government then took charge of the institution.

Pandit Iswar Chandra Vidyasagar was the co-adjutor and fellow-worker of Bethune. He was the Secretary of this school from December, 1850 to January, 1869. So long as he lived he took the keenest interest in its welfare. Vidyasagar's active energy enlisted in the cause of women's education stood it in good stead after the premature death of Bethune. He took the initiative in founding girls' schools in other parts of Bengal. Women's education began gradually to be appreciated on account of his endeavours. Bethune had in his life time received the fullest support from a band of eminent Indians like Raja Dakshinaranjan Mukherjee, Madan Mohan Tarkalankar, Sambhunath Pandit, Ramgopal Ghose and others. A new spirit was awake in the land.

About Dakshinaranjan Mukherjee, Bethune said on 6 November, 1850:

"Duckinarunjun Mookerjee was an utter stranger to me. I had never before heard his name, when he introduced himself to me about a year and a half ago for the purpose of letting me know that he had heard of my intention of founding a female school for the benefit of this country, that he could not bear the thought that it should be said hereafter of his countrymen that they all

stood idly looking on without offering any help in the furtherance of the good work".¹³

Raja Dakshinaranjan placed a piece of land in Calcutta valued at 12,000 rupees at Bethune's disposal for the use of the school.

When Bethune started the school in May, 1849, he delivered an address at the simple opening ceremony. It is difficult to refrain from quoting one of the passages :

"If any of you have done me the honour to attend to the remarks which I had occasions to make in connection with the education of the boys of Bengal, you will see how constantly I have dwelt on the importance of sedulously cultivating the mother tongue, that we have told them that we resort to English, chiefly on account of the superiority of its literature and that we expect of our students that sooner or later they will impart to countrymen in their own language the knowledge which they have gained in ours. Judge then whether these opinions are not likely to be applied by me with ten-fold force to the education of girls . . . we shall make Bengali the foundation and resort to English only for some of those subsidiary advantages and when we know that the communication of such knowledge is not in opposition to the wishes of the parents."

Bethune made the Asoka tree the symbol of women's education. It is the "Tree of Gladness" ; in his words, "a new tree of liberty".

¹³ Quoted in *Bethune School & College Centenary Volume*, p. 18.

CHAPTER TWO

FOUNDATION OF THE UNIVERSITY

LORD William Bentinck announced in March 1835 that the "objects of the British Government ought to be promotion of European literature and Science" and that all the funds appropriated for the purpose of education would be best employed on English education alone. His successor Lord Auckland believed that the spread of education in India should necessarily be confined to a small section of the people. He shared very much the same views expressed by the Court of Directors in England in a despatch to the Government of Madras ; higher education was to be confined to persons "possessing leisure and natural influence" over the minds of their countrymen. "By raising the standard of instruction among these classes," he wrote, "you would eventually produce a much greater and more beneficial change in the ideas and feelings of the community."¹ As already stated, in 1844 the Government of India passed a resolution that students educated in English schools should be preferred for public employment. Bengal had already set her heart on Western education and the large number of vernacular schools established during Lord Hardinge's administration languished for want of popular support. The Collector of Natore who paid a visit to one such school in 1846, was told that "the institution was useless", and that the people wanted the Government "to substitute an English school in its stead, as without the assistance of the Government, instruction in English was unattainable".²

SCHEME OF THE COUNCIL OF EDUCATION

Meanwhile, a scheme had been set on foot for the establishment of a University in Calcutta. In 1845, the Council of Education which then constituted of F. Millett, James Alexander, C. C. Egerton, Rassomay Dutt, Prosunno Coomar Tagore and Dr. F. J. Mouat made a proposal for the establishment of a

¹ Sharp, *Selections from Educational Records*, p. 155.

² Richey, *Selection from Educational Records*, p. 68.

University in Calcutta. The Council was of opinion that on account of the "advanced state of education" in Bengal it was "not only expedient and advisable" but a matter of "strict justice and necessity" that some mark of distinction should be conferred on the students. By this they would be known "as persons of liberal education, capable of holding high offices under the Government" or of "taking the rank in society accorded in Europe to all members and graduates of the Universities". The members of the Council recommended the establishment of a central university armed with the power of granting degrees incorporated by a special Act of the Legislative Council of India and endowed with the privileges enjoyed by all chartered universities in Great Britain and Ireland. The members of the Council considered that of all the British universities, the constitution of the University of London was most suitable to the needs of India. They drew up a draft plan on similar lines for the contemplated University in Calcutta.³

The University of Calcutta was to consist of a Chancellor, a Vice-Chancellor and Fellows. The Governor-General of India was to be the Chancellor and Visitor of the University. There would be four Faculties. The Faculty of Arts and "for the General Control and Superintendence" was to be composed of the Secretary to the Government of India (Home Department), Secretary to the Government of Bengal, Secretary to the College of Fort William and the members of the Council of Education. The Faculty of Law was to consist of the Judges of the Supreme Court, the Judges of the Sadar Diwani Adalat, the Advocate-General, the Registrar of the Sadar Diwani Adalat and the Remembrancer of Legal Affairs. The members of the Faculty of Science and Civil Engineering were to be the Chief Engineer, the Superintendent of Government Machinery, the Secretary to the Military Board and the Civil Architect. The Faculty of Medicine and Surgery was to consist of the Physician-General, the Inspector-General of Her Majesty's Hospital, the Surgeon to the General Hospital, the Secretary to the Medical Board and the Apothecary-General.

The Chancellor, the Vice-Chancellor and the members of the Faculties were to form a body politic and corporate to be

³ *General Report on Public Instruction in the Lower Provinces of the Bengal Presidency*, 1844-45, p. 9; 1845-46, pp. 10-13.

known as the University of Calcutta and to constitute the Senate for its government. They would have the power to frame bye-law and regulations, grant degrees and manage the affairs of the University. Six members would form a quorum. All questions were to be decided by the opinion of the majority. In case of equal division the Chairman had a casting vote. In the absence of the Vice-Chancellor, the Chairman of the meeting would be chosen by the members present. Examination of candidates for degrees was to take place at least once a year, conducted by examiners appointed from among the members of the Senate, or by "any others specially nominated by that body". The examination was open to all candidates appearing from institutions approved by the University. The names of the successful candidates were to be published annually in the Gazette and also in the reports of the Education Department.

The Council of Education also drew up an outline of the proposed regulations for examinations. Candidates intending to appear for degrees or diplomas must pass a Matriculation Examination of the same standard as the Junior Scholarship Examination of the Council of Education. Students from European or Anglo-Indian schools had the option of translations from Greek and Latin instead of Indian languages. A candidate was required to pay a fee of five rupees before examination. In case of an unsuccessful candidate the amount was to be returned to him.⁴ No candidate was to be allowed to appear at the examination until he had completed his fifteenth year.

There were to be two degrees: a Bachelor's degree and a Master's degree, in Arts and Science and a special examination for Honours. In Law, also, there were to be two grades and an examination for Honours. Graduates in law would be entitled to practise at the Supreme or Sadar Courts, to act as attorneys and vakils and were to be considered qualified for appointment as *munsiffs*. In Medicine and Surgery, there was to be an examination for the degree of graduate in Medicine and one for a diploma in Surgery together with a special exa-

⁴ The Council at first proposed that the fee received from a candidate was to be "returned to him if he should be rejected". Later on, this suggestion was withdrawn.

mination for Honours. In Civil Engineering there was to be one degree. The course of studies and details were to be settled in each case by the Senate.

The carrying out of this plan, the Council of Education claimed, would form "one of the most important epochs in the history of education in India". It would encourage the cultivation of Arts and Science, call into existence Indian architects, engineers and a body of "much superior public servants" and would "diffuse a taste for the more refined and intellectual pleasures and pursuits of the West". The Council considered that the high standard of the Senior Scholarship Examination was a special argument in favour of establishing a University. It was "fully equal in extent to the Bachelor examination of Oxford, Cambridge and Dublin ; and much more so than that of the Bachelier-des-Lettres of the Sorbonne in Paris". "The skill and proficiency" of the graduates of the Medical College, was "nearly on a par" with the qualifications of the medical graduates of most British universities. The Council assured the Government that the adoption of the plan would cost very little. It was hoped that the proceeds of the examination fees would be more than sufficient for defraying the expenses of the University.

The recommendations of the Council of Education were conveyed by the Government of India to the Court of Directors. The plan was, however, coldly received in London. The Directors informed the Council that they did not consider it possible "at present to sanction the Institution of a University in Calcutta".⁵

The disapproval of the authorities resulted in a temporary set back, but it did not kill the project. It was revived on the eve of the renewal of the Company's charter, a few years later. In a petition to the House of Lords in 1852, C. H. Cameron, who was then the President of the Council of Education, mentioned several factors which retarded the spread of higher education in India. These were chiefly lack of suitable European teachers, as there was no covenanted service for them, and want of provision for the education of Indian youths in England "without prejudice to their caste or religious feelings". He particularly referred to the want of universities in India with

⁵ *General Report on Public Instruction in the Lower Provinces of the Bengal Presidency, 1847-48, p. 11.*

power to grant degrees. Cameron prayed for the establishment of one or more universities, a covenanted education service, and such institutions in England where the Indian youths might qualify "for admission into the civil and medical services of the East India Company". A similar petition signed by Raja Radhakanta Deb and others on behalf of the members of the British Indian Association and "other native inhabitants of the Bengal Presidency" was submitted on 18 April, 1853. The petitioners prayed for the establishment of universities in each Presidency as contemplated by the Council of Education in 1845. The plan, however, was to be slightly modified "so as to provide for educated natives entering the medical service on the same footing with persons" who had hitherto been "sent out as Assistant Surgeons by the Court of Directors".

EVIDENCE BEFORE THE SELECT COMMITTEE

The desire for the immediate establishment of a university was also apparent when evidence was taken before the Select Committee of the House of Lords in 1853. Among those who had experience of educational work in India the Reverend J. Tucker appeared to be less enthusiastic than his compatriots. Asked about his views on the importance of establishing a university for granting degrees, the Reverend Tucker replied, "I should contemplate that ultimately ; but I am afraid in India we have hitherto aimed too high . . ." To the question whether Indians "in any given time would understand the value and dignity of a degree", his reply was, "they would ultimately". The Reverend Tucker's experience was confined to South India and while giving evidence he made it clear that he had the South in view. But the Reverend Alexander Duff, John Clerke Marshman and C. H. Cameron, all of whom had pretty long experience of conditions in Bengal, gave a different account. Duff stated that the time had come "in Calcutta at least, where with comparatively little additional expense to Government, a University might be established, somewhat after the general model of the London University with a sufficient number of Faculties . . ." Marshman suggested that there should be "one University at each of the four Presidencies, at Agra, Calcutta, Madras and Bombay", on the "exact model" of the University of London.

Its function should be to examine and grant degrees to those who had been taught in other institutions, but “not to teach any branch of knowledge”. Sir Charles Edward Trevelyan, who was associated with the Delhi Education Council in his younger days, and later on, an active member of the General Committee of Public Instruction, was also very much in favour of the establishment of universities. “I think”, he said “a University should be established at each of the Presidencies” for the examination of students “wherever educated, in all the superior and advanced branches of secular knowledge” and for the award of degrees and diplomas. The subjects for examination, he suggested, should be English, Arabic and Sanskrit literature, Medicine and Surgery, Law, Civil Engineering, Surveying and Architecture, Natural Philosophy, Chemistry and Metallurgy and Fine Arts. Trevelyan also recommended that there should be a distinct channel for “transferring young men who pass the best examination in law to the public service”. Cameron stated that the people of India were extremely anxious and “quite ripe” for universities and that “there should be in each of the great capital cities in India a University”, in Calcutta, Madras, Bombay and Agra,—“Calcutta being the focus of the Bengalee language, Madras of the Tamil, Bombay of the Mahratee and Agra of the Hindee”. Some members of the Select Committee were not sure whether university degrees would be as much prized in India as in Europe. Tucker was asked whether an Indian would value a degree like the Master of Arts. Lord Ellenborough put a similar question to Cameron. Instead of the degrees of Master of Arts and Bachelor of Arts, he wanted to know whether the Indians would like “Bahadur and Rajah rather better”? Cameron replied that “they would like to be admitted into the European Republic of Letters better” than to have titles to which Ellenborough referred.⁶

Alexander Duff, it is said, had a hand in framing the Education despatch of 1854. He probably did more than anybody else for the establishment of universities in India. But one must not lose sight of the efforts made by Cameron.

In his *Address to Parliament*, in 1853, (pp. 114-18) he urged upon his countrymen the necessity of establishing universities in

⁶ *Parliamentary Papers*, Reports from Committees, vol. XXXII XXXIII.

India. Referring to his endeavours for the spread of education in India, he wrote :

“My views, . . . for the future of British India, gradually enlarged themselves ; and the possibility opened itself to me of doing for the Indian nations what Rome did for her provinces, and at the same time, of inviting and assisting the Indian nations do for themselves what the independent Hellenic tribes, and the independent nations of Christendom had done for themselves without help or direction from any pervading and controlling authority. The Greeks composed in their own vernacular language, from the very beginning, and never indeed composed in anything else. The still unrivalled Homeric poems were the first fruits of their mental activity and they attained a perfection which no other people had attained. The Universities of Modern Europe neglected and despised the vernacular tongues of their several countries, which in comparison with the polished languages of classical antiquity, seemed unworthy of the consideration of learned men. A long period of darkness, even after learning came to be systematically encouraged by scholastic honours and scholastic emoluments, was the consequence partly of this, and partly of their inevitable devotion to inept and barren studies. For the people of Christendom in the middle ages did not know the grand secrets of perpetual activity and perpetual progress, the systematic interrogation of nature, inculcated afterwards with such brilliant success by the spirit-stirring exhortations of Bacon and the fruitful practice of Galileo. We can teach this secret to the students in our Indian colleges ; and we can teach them to study English as Latin and Greek have been studied, since the revival of learning in the Universities of Christendom, and at the same time to cultivate their own vernacular tongues as the Hellenic tribes cultivated theirs.

As I reflected upon these things it seemed to me to be the clear duty of Great Britain to India to establish Universities, as many in number as the vernacular languages which may be found deserving of cultivation . . . By the establishment of such Universities, it seemed to be probable, almost certain, that we might call forth much more effectively than Rome could call forth, with its Romanising system . . . whatever there may be of moral and intellectual excellence, of aesthetic and scientific capacity in the vast and various population of our Indian Empire . . . the University of Calcutta was . . . only the beginning of a much larger project, requiring for its completion the establishment of a University at Agra, at Madras, at Bombay and at Colombo.”

It was not easy for Charles Wood, Secretary of State for India, to prepare a scheme. He complained that he did not

get sufficient assistance from his colleagues in England. In August, 1853, Wood wrote to Lord Dalhousie:

"I am a good deal at sea on education, as indeed we all are in England. Everybody is for doing more than we do, and no five people agree as to what ought to be done. I have had no time to look into it myself, and I don't see any body who can give me a very unbiased opinion, so I shall be more obliged to you for enlightening me about it."⁷

Asked for a report on the existing state of education and also what was "feasible in the way of extension", Dalhousie suggested that materials were available in the library of the India Board, and recommended Trevelyan's name, a "Pundit on education", who would be able to assist the Secretary of State.

EDUCATION DESPATCH OF 1854

The scheme for the establishment of universities in India was embodied in the Education despatch of 19 July, 1854. In this lengthy document, the Directors reviewed the progress of education in India and recommended a plan for improvement. Dalhousie in his minute of 30 December, 1854, classified the Court's suggestion under three heads, the machinery for the department, the establishment of the universities, and grant-in-aid to educational institutions. The object of the despatch was stated to be "supply of existing deficiencies and the adoption of such improvements" as might be necessary for securing the "ultimate benefit" of the people of India. It was "a sacred duty" to confer upon the people of India "those vast moral and material blessings which flow from the general diffusion of useful knowledge". Eastern literature was "at best very deficient as regards all modern discovery and improvements", and so "would but little advance" its object. The Directors, however, did not wish to discontinue the opportunities for the study of classical languages. A knowledge of Sanskrit, Arabic and Persian was necessary "for antiquarian work and for the study of Hindu and Muhammadan law and also for the critical cultivation and improvement of the vernacular languages of India". But

⁷ Lee Warner, *Life of Lord Dalhousie*, vol. II, p. 207.

to those who desired liberal education, mastery of English language was essential, for it was "a key to the literature of Europe". The Directors, however, regretted "the tendency of people in some parts of India, more specially in the immediate vicinity of the presidency towns" to aim at "a very moderate proficiency in the English language" and "unduly to neglect the study of the Vernacular languages". "It is neither our aim nor desire", the Directors said:

"to substitute the English language for the vernacular dialects of the country. We have always been most sensible of the importance of the use of the languages which alone are understood by the great mass of population. These languages and not English have been put by us in the place of Persian in the administration of justice and in the intercourse between the officers of Government and the people. It is indispensable, therefore, that in any general system of education the study of them should be assiduously attended to."

One important question decided by the Directors was about religious instruction in schools and colleges. This was discussed at some length before the Select Committee, when Duff stated that the bestowing of "higher English education" should be "in close and inseparable alliance with the illuminating, quickening, beautifying influence of the Christian Faith". The Directors did not share Duff's view, that education in India should be tempered with Christianity, and they laid down a very wise policy by declaring that education should be exclusively secular. The schools and colleges would be "under the management of persons of every variety of religious persuasion", and institutions conducted by all denomination of Christians, Hindus, Mohammedans, Parsis, Sikhs, Buddhists, Jains or persons following any other faith, might be affiliated to the University. The examinations for degrees should not include "any subjects connected with religious belief".

The Education despatch referred to the rejection of the proposal for the university by the Court in 1847. But quick changes had taken place since then. The "rapid spread of liberal education, the high attainments shown by the students, the success of the Medical College" and the "requirements of an increasing European and Anglo-Indian population" led the Directors to the conclusion that the time had arrived for the establishment of universities in India. They also recommended a broad outline

for the proposed universities. In many ways it resembled the scheme put forth by the Council of Education in 1845. As the Council of Education had suggested, the University of London was to serve as a model. It was to consist of a Chancellor, a Vice-Chancellor and Fellows who would constitute a Senate. The offices of the Chancellor and the Vice-Chancellor would be filled by "persons of high stations who had shown an interest in the cause of education". The Directors wanted the constitution of the Senate to be more comprehensive than that suggested by the Council of Education. It was recommended that along with the members of the Council of Education in Calcutta, and the Board of Education in Bombay, there would be some more Indian and European members in the Senate nominated by the Government. These additional members should be so selected as to give the different systems of education in the affiliated institutions "a fair voice in the Senate". The Senate would have the authority to manage the funds of the university and frame regulations for examinations. The functions of the universities would be to hold examinations and confer degrees.

The despatch of 1854 is one of the wisest state-papers framed by the Court of Directors. Unlike the letter written in August, 1853, Wood's letter to Dalhousie on the same subject in July next year struck a note of enthusiasm.

"Macaulay, Lord Glenelg, Bayley and Prinsep, Marshman, the Church missionaries, Berry, Mouat, Beadon and everybody we could think of here, as being an authority on the subject have been consulted and have cordially approved the scheme. So I hope it will be well received in India and that you will be able to set it going under your auspices."⁸

He also congratulated Dalhousie on what he had "done with the Presidency College at Calcutta,"—"it harmonises very well with our University scheme". Wood felt that for the success of the plan much would depend "on the men appointed to carry the details out". "I shall be personally obliged to you," he wrote, "to give as much countenance to it as you can."

The Court's despatch was studied by Dalhousie, Grant who was then the Lieutenant-Governor of Bengal and Colvile, President of the Council of Education. It appeared to them that

⁸ Lee Warner, *op. cit.*, p. 208.

some of the instructions in the despatch were contradictory and that there was "something like an ambiguity which required to be cleared up". The first impression which the document left on their mind was that it was intended to convey to the Government instructions upon particular and general measures and principles which the Government without further reference to the Court was to "carry into immediate effect". The course to be pursued therefore should be the same as in the case of the establishment of the University of London and introduce a Bill in the Legislative Council for incorporation of the University. But this was not possible owing to an apparent contradiction in the despatch. In paragraph thirty-three it was stated that the Governor-General-in-Council should "take into consideration the institution of the Universities upon the general principles explained" and report to the Court the "best method of procedure". The Governor-General-in-Council found that it was "not easy to affix a satisfactory meaning to these expressions". On reading the despatch, Dalhousie's first impression was that it was the wish of the Court that the Government should "proceed to the establishment of the University simultaneously with other changes which were authorised in the despatch". But the language of the paragraph was so "explicit and precise" that there was no escape from the "apparent necessity" of reporting the Government recommendations to the Directors before giving effect to them.⁹

It is not difficult to follow the reasons of Dalhousie's hesitation. He was not happy in his relations with the Secretary of State, and in spite of Wood's very friendly letter of August in the previous year, Dalhousie did not feel justified in taking such important measure without first consulting him. In a private letter written on 23 September, 1854, he described Wood as "fidgety and meddlesome", and the Board of Control under him, a "Board of Interference". "I can't say," he wrote,

"I like Sir C. Wood as well as they did at the India House, or as I did at first . . . He is very much disposed to treat the Government of India as no Governor-General will submit to be treated."¹⁰

The problems before the Governor-General-in-Council were elaborately discussed in Dalhousie's minute of 30 December, 1854.

⁹ *Parliamentary Papers*, Governor-General's minute, 30 December, 1854.

¹⁰ Baird, *Private Letters of Dalhousie*, pp. 321-22.

One thing was, however, clear. Whatever might be the construction put on the words in paragraph thirty-three the members of the Senate should be immediately nominated ; they were to be named in the Act, and without the rules framed by them the University would not be able to function. It was also observed that "if the Governor-General should think fit to give express honour and dignity to the new Institution by accepting the office of Chancellor" of the University the member of the Executive Council might be "solicited to allow themselves to be nominated as Fellows". The members of the Council of Education were also included in the Senate. There were twenty-four additional members representing different systems of education. They included Cecil Beadon, Dr. F. J. Mouat, the Archdeacon of Calcutta, the Advocate General, the Chief Engineer, the Principals of the Bishops College, Presidency College, St. John's College, Sanskrit College, Calcutta Madrasa and Civil Engineering College, Alexander Duff (Head of the Free Kirck College), James Ogilvie (Head of the General Assembly College), A. Morgan (Head of the Parental Academy), Prince Golam Muhammad, Kenneth Mackinnon, J. C. Marshman and Prosunno Coomar Tagore.

In the same minute Dalhousie also referred to certain recommendations in the Court's despatch. To the view that professorships should be instituted in the universities in Law, Civil Engineering, the vernacular languages and the "learned languages of India", he was of opinion that the universities would be "ill-suited for superintendence of the actual tuition". Such professorships, the Governor-General said, existed at the Hindu College and would be established "at the new Presidency College or in the Civil Engineering College", but these "should not be connected with the University in a nearer manner". Following the example of the University of London, the universities in India also should confine their power to the holding of examinations and granting of degrees. Dalhousie also commented that "any one degree of the very low standard" which seemed to have been contemplated by the Court appeared to him to be of "very little value". He did not favour granting of European degrees to Indians, such titles should not be "imported from mother country". He considered it inexpedient to adopt in the Indian universities the nomenclature which

had "from long usage become peculiar to the Universities of England".

THE UNIVERSITY COMMITTEE

The Government of India did not proceed with the University Act but waited for further instructions from England. Meanwhile it set up a committee for settling the details of a scheme in accordance with the outline in the Education despatch.¹¹ The work was to be completed with very little delay so that the Bills "for the incorporation of the Universities might be introduced in the Legislative Council at the proper time" and rules for the holding of examinations or granting of degrees and other similar matters might be ready for discussion by the Senate as soon as the Acts were passed. The schemes of the universities in Bombay and Madras were also to be prepared by the Calcutta Committee. The three universities were to "resemble each other in their main features", to have the "same legal status and authority" and to grant "the same kind of academical distinction and honour" for the same standard of learning. The Acts of incorporation were to be "as nearly as possible cast in the same terms".

Sir James Colvile was to be the President of the Committee. It would appoint from among its members a sub-committee of correspondence for conducting preliminary enquiries and frame rough draft of the scheme. The Committee was also to obtain the views and opinions of the local Governments about the schemes. The Governor-General-in-Council conveyed to the Committee the suggestion made by the Directors that there should be two degrees in each subject, and as in the University of London, students should have the opportunity of taking Honours. The Governor-General also informed the members of the Committee what he had already written to the Court, that the introduction of a degree of a very low standard and the use of the same nomenclature as in Europe would be inexpedient, and that the institution of a professorship in the University of Calcutta was unnecessary but might be recommended in Bombay and Madras.

¹¹ *Parliamentary Papers*, Beadon to Colvile and others, 26 January, 1855.

The doubts of the Governor-General were removed by a letter from the Court of Directors, dated the 27th June, 1855. It was admitted that paragraph thirty-three of the Education despatch referred to by the Governor-General was "somewhat inconsistent" with the intention of the Directors. This was because it was not clear in the beginning from what authority the Acts of incorporation should proceed. The Court now directed the Governor-General-in-Council to commence work without any further reference to the Directors.¹²

The Committee split up into five sub-committees. One sub-committee prepared the draft of a Bill for the incorporation of the University. Another prepared draft rules for examinations, for granting degrees and for other cognate matters in the Faculty of Arts. Three other sub-committees undertook similar work in the Faculties of Medicine, Law and Civil Engineering. The preliminary reports of the sub-committees were sent to the Governments of Bengal, Bombay and Madras and their observations were considered before the submission of final reports. On 9 July, 1855, the reports of the sub-committee were presented to the University Committee. These contained rules for examinations, qualification of candidates and the amount of fees to be paid in each examination, subjects of examinations and names of text books. The sub-committee in Arts made certain important recommendations. It favoured substituting the term "Entrance" for "Matriculation" as the latter expression was not "sufficiently descriptive". It did not share Dalhousie's view about the adoption of European nomenclatures. These designations were "so familiar" and were of "such well-understood conventional meaning" that a degree like Bachelor of Arts should be "far more acceptable to the graduates and to the public in general than any other that could be substituted for it". The sub-committee thought that there was "no sufficient reason for denying" it to Indian students, "if proficiency by which", they earned it was "on the whole as high", and "the examination by which that proficiency was tested" was "as strict as those by which the same was obtained in the Universities in United Kingdom and other parts of the civilised world". It was undesirable and in "some degree inconsistent with the object of

¹² *Parliamentary Papers*, Court of Directors to the Governor-General-in-Council, 27 June, 1855.

founding Universities in India", to adopt a title which might imply intellectual disparity between those who obtained "that in India and those upon whom it was conferred in other parts of the British Empire". The same grounds justified the retention of the title of Master of Arts. The sub-committee also recommended that in addition to the list of institutions, "capable of supplying high order of instruction", provided in paragraph thirty-seven of the despatch of 1854, formal recognition should be granted to institutions as would fulfil the conditions for affiliation, and that "every institution affiliated to the University should be free to go up for their B.A. Examination at whichever University they should prefer".¹³

The University Committee felt that it was not always possible to follow the scheme of the University of London and in some cases slight deviations were necessary from the instructions laid down by the Court. The standard of the Entrance Examination in Indian universities and of the University of London would be almost the same ; but in the Degree Examination in Arts, the standard would differ "considerably in its nature" though "not greatly in extent or difficulty". The period between the Entrance Examination and B.A. Examination was extended from two to three or four years. In Medicine, the main point of difference was that in India a student after passing the Entrance Examination might commence his professional studies for the Licentiate degree instead of waiting for two years for the B.A. degree as in the University of London. In India one would have to put in a longer period in the college for getting a Licentiate degree. The period was extended from four to five years. The Committee recommended that there should be one degree in Law and that a degree in Arts should be "a necessary condition for obtaining it", provided the standard was not fixed too high.

The Committee submitted its report on 7 August, 1856. On 12 December, the Governor-General-in-Council passed a resolution expressing his thanks for the admirable manner in which the members had "discharged their trust". The draft of a Bill for the incorporation of the University of Calcutta with suitable

¹³ For details see draft Report and the second Report of the sub-committee of Arts printed for official use and also *Papers relating to the establishment of Universities in India* (1856).

modifications for the Universities of Bombay and Madras was approved by the Governor-General-in-Council. In anticipation of the Act of Legislature, it was declared that the Governor-General of India would be for the time-being the Chancellor of the University of Calcutta and the Governors of Bombay and Madras for the time-being, were to be respectively the Chancellors of the Universities in Bombay and Madras. Sir James William Colvile was appointed the first Vice-Chancellor of the University of Calcutta. The Lieutenant-Governors of Bengal and North-Western Provinces, the Chief Justice of Bengal, the Bishop of Calcutta and members of the Supreme Council of India, all for the time-being, were to be *ex-officio* Fellows of the University of Calcutta. Twenty-nine Ordinary Fellows were also nominated. The Governor-General-in-Council also laid down certain directions regarding the appointment of the Registrar of the University and the examiners for different examinations. The Senate was directed to promulgate the rules proposed by the Committee and approved by the Government and frame such others as might be considered necessary.

THE UNIVERSITY ACT

The University Act, Act No. II of 1857, was passed by the Legislative Council and received the Governor-General's assent on 24 January, 1857. The preamble stated the objects of the Act, —“better encouragement of Her Majesty's subjects of all classes and denominations . . . in the pursuit of a regular and liberal course of education” and for the “purpose of ascertaining by means of examination the persons who have acquired proficiency in different branches of Literature, Science and Art and of rewarding them by Academical degrees as evidence of their respective attainments”. The Fellows of the University as previously indicated in the Resolution of the Governor-General-in-Council on 12 December, 1856, were named in the Act. They were Viscount Canning who succeeded Dalhousie as Governor-General of India, John Russell Colvin (Lieutenant-Governor of the North-Western Provinces), Frederick James Halliday (Lieutenant-Governor of Bengal), James William Colvile (Chief Justice of the Supreme Court of Judicature in Bengal), Daniel Wilson (Bishop of Calcutta), George Anson (Commander-in-

Chief), and Joseph Alexander Dorin, John Low, John Peter Grant, and Barnes Peacock, all members of the Supreme Council of India.

The other Fellows were :

Charles Allen, Member of the Legislative Council of India.

Henry Ricketts, Provisional Member of the Supreme Council of India.

Charles Binny Trevor, Judge of the Sadar Court in Bengal.

Prince Golam Muhammad.

William Ritchie, Advocate General in Bengal.

Cecil Beadon, Secretary to the Government of India.

Colonel Henry Goodwyn, Chief Engineer in Bengal.

William Gordon Young, Director of Public Instruction, Bengal.

Lieutenant-Colonel William Erskine Baker, Secretary to the Government of India.

Lieutenant-Colonel Andrew Scott Waugh, Surveyor General of India.

Kenneth Mackinnon, Director of Medicine.

Hodgson Pratt, Inspector of Schools in Bengal.

Thomas Thomson, Superintendent of the Botanical Garden at Calcutta.

Henry Walker, Professor of Anatomy and Physiology in the Medical College of Bengal.

Frederick John Mouat, Doctor in Medicine and Fellow of the Royal College of Surgeons.

Lieutenant William Nassau Lees of the Bengal Infantry.

The Reverend William Kay.

The Reverend Alexander Duff.

Thomas Oldham, Superintendent of Geological Survey of India.

Henry Woodrow, Inspector of Schools in Bengal.

Leonidas Clint, Principal of the Presidency College.

Prosumo Coomar Tagore.

Ramapersad Roy.

The Reverend James Ogilvie.

The Reverend Joseph Mullens.

Moulavi Muhammad Wajeeh, Principal of the Calcutta Madrasa.

Iswar Chandra Vidyasagar, Principal of the Sanskrit College, Calcutta.

Ramgopal Ghose, formerly member of the Council of Education.

Alexander Grant, Apothecary to the East India Company.

Henry Stewart Reid, Director of Public Instruction in the North-Western Provinces.

The list is almost the same as in the Resolution of 12 December, 1856. Only the name of the Reverend William Stephenson of St. John's College was omitted and two more members were added. They were Alexander Grant, and Henry Stewart Reid. Viscount Canning became the first Chancellor of the University and Sir James William Colville its first Vice-Chancellor.

The Chancellor, the Vice-Chancellor and the Fellows were "constituted and declared" in the Act to be one "Body Politic and Corporate by the name of the University of Calcutta". The body corporate had the power to hold and dispose of any property vested in it for the purpose of the University. The Chancellor, Vice-Chancellor and Fellows were to constitute the Senate. In case any person being the Chancellor, the Vice-Chancellor or a Fellow left India without any intention of returning, his office was to fall vacant. The Vice-Chancellor's period of office was to last for two years and the term of the first Vice-Chancellor was to expire on the first day of January 1859. In the case of a vacancy caused in the office of the Vice-Chancellor, by death, resignation or departure from India, the Governor-General-in-Council was to nominate a fit and proper person from any of the Fellows of the University. The Lieutenant-Governors of Bengal and North-Western Provinces, the Chief Justice of the Supreme Court or any Court of Judicature hereafter to be constituted in which the powers of the Supreme Court might be transferred or vested, the Bishop of Calcutta and the members of the Supreme Council of India would be *ex-officio* Fellows of the University. The total number of Fellows exclusive of the Chancellor and the Vice-Chancellor must not be less than thirty. The Chancellor, the Vice-Chancellor and the Fellows would have the entire management of and superintendence over the affairs and property of the University. They would confer degrees and make and alter any bye-laws and regulations. They would have the power to

appoint or terminate the services of examiners, officers and servants of the University.

In the meetings of the Senate all questions were to be decided by the majority of the members present. The Chancellor, or in his absence the Vice-Chancellor, would preside. In the absence of both, a Chairman would be chosen by the Fellows. The Chairman would have a vote and in case of a tie, a casting vote. The Chancellor, the Vice-Chancellor and five Fellows would form a quorum. In the absence of the Chancellor and the Vice-Chancellor six Fellows of the University must be present.

There was to be an examination for degrees at least once a year. The examiners would declare the names of every successful candidate and "his proficiency in relation to other candidates" and also the Honours which he might have gained. Such particulars would be stated in a certificate under the seal of the University and signed by the Chancellor or the Vice-Chancellor. The Chancellor, Vice-Chancellor and Fellows would charge "reasonable fees for the degrees to be conferred by them and upon admission to the said University and for continuance therein". Such fees were to be carried to one General Fee Fund for the payment of the expenses of the University. The accounts of income and expenditure of the University would be submitted once a year for examination and audit to the Governor-General-in-Council.

The University of Calcutta, as has been stated, was brought into existence before the Act received the assent of the Governor-General. The first meeting of the Senate was held on 3 January, 1857. The Vice-Chancellor and twenty-two Fellows were present. The Senate appointed Colonel W. Grappel, Professor of Jurisprudence, Presidency College, Registrar of the University for two years. It was resolved that he would be eligible for re-appointment at the end of that period. The Senate divided itself into four Faculties, Arts, Law, Medicine and Civil Engineering.¹⁴

¹⁴ The following were the Fellows in each Faculty:

Arts

The Bishop of Calcutta, Joseph Alexander Dorin, John Peter Grant, Prince Golam Muhammad, Cecil Beadon, William Gordon Young, William Nassau Lees, William Kay, Alexander Duff, Leonidas Clint, William Stephenson, James Ogilvie, Joseph Mullens, Henry Woodrow, Iswar Chandra Vidyasagar, Ramgopal Ghose.

PROVISIONAL COMMITTEE

A Provisional Committee consisting of the Vice-Chancellor, Cecil Beadon, the Reverend Joseph Mullens, Lieutenant-Colonel Baker, A. Grant and Ramapersad Roy was appointed with powers to make such arrangement as might be required for the Entrance Examination and for the transaction of the other necessary business of the University and to frame rules for administration. The rules were to be finally approved by the Senate. The Syndicate of the University does not appear to have started functioning before 1858 and till then the Provisional Committee acted as the executive body in its place.

In 1857, the Provisional Committee met twelve times. It examined the recommendations originally drafted by the University Committee regarding the bye-laws and rules of the University and laid down subjects for examinations for the next three years. These came before the Senate on 6 June. The Senate adopted the bye-laws with slight modifications. The Regulations in Law were adopted without any change. The Regulations in Arts were referred to the Faculty on certain points and the Regulations in Law and Medicine were also referred to the respective Faculties. At a special meeting of the Senate held on 5 September, the Regulations in Arts, Medicine and Civil Engineering as finally settled by the Faculties were adopted and confirmed by the Governor-General-in-Council.

Some of the rules regarding the holding of examinations and granting of degrees may be of interest. The Entrance Examination was to be held in Calcutta ; there would be other centres also at Berhampore, Krishnagar, Dacca, Chittagong, Cuttack,

Law

Lt.-Governor of the North-Western Provinces, The Chief Justice, Barnes Peacock, Charles Binny Trevor, William Ritchie, Hodgson Pratt, Prosunno Coomar Tagore, Ramapersad Roy, Moulavi Muhammad Wajeeh.

Medicine

Lt.-Governor of Bengal, Kenneth Mackinnon, Henry Walker, Thomas Thomson, Frederick John Mouat, Alexander Grant.

Civil Engineering

The Commander-in-Chief, John Low, Henry Ricketts, Charles Allen, Henry Goodwyn, William Erskine Baker, Andrew Scott Waugh, Thomas Oldham.

Unless otherwise stated all details relating to the organisation of the University are from the Minutes of the University of Calcutta for 1857.

Bhagalpore, Patna, Benares, Agra, Delhi, Bareilly, Ajmere, Lahore and at any other place the Syndicate might think proper. A candidate appearing in the Entrance Examination should complete his sixteenth year and pay an examination fee of five rupees. The subjects for examination were (1) Languages which included English and one of the following: Greek, Latin, Arabic Persian, Hebrew, Sanskrit, Bengali, Oriya, Hindi, Urdu and Burmese; (2) History and Geography which included outlines of General History, outline of Indian History, a general knowledge of Geography and a knowledge of the Geography of India, (3) Mathematics and Natural Philosophy which included Arithmetic, Algebra, Geometry and elementary knowledge of Mechanics, (4) Natural History which included general knowledge of the habits and characteristics of vertebrated animals and general economy of vegetation and simple or elementary organs of plants. A candidate was to apply either to the Registrar at least fourteen days, or to the Secretary to the local committee of Public Instruction where he would be examined, at least two months before the examination, and produce testimony that he was sixteen years of age and of good moral character and also give notice in writing of the language in which he desired to be examined. A candidate could answer in either of the language he had taken up. On the morning of the fourth Monday, after the examination, the Syndicate was to publish a list of successful candidates in two divisions. Each successful candidate was to receive a certificate signed by the Registrar.

The degree of the Bachelor of Arts was not to be conferred "within four academical years of the time of his passing the Entrance Examination", but a candidate might be admitted to the examination for the degree three years after he had passed the Entrance Examination. A candidate for the B.A. Examination must produce a testimonial from the Head of the institution that he had prosecuted a regular course of study in one of the institutions affiliated to the University. Application for permission to appear at the examination and the testimonials were to reach the Registrar at least fourteen days before the commencement of the examination. He was also to indicate the languages in which he desired to be examined. He was required to pay an examination fee of twenty-five rupees and a certificate testifying to his moral character. The subjects for an examinee were

(1) Languages: English and any of the languages prescribed for Entrance Examination. (2) History which included History of England and of British India and Ancient History with special reference to the History of Greece to the death of Alexander; History of Rome to the death of Augustus and the History of the Jews. (3) Mathematics and Natural Philosophy which included Arithmetic and Algebra, Geometry, Plane Trigonometry, Mechanics, Hydrostatics, Hydraulics and Pneumatics, Optics and Astronomy. (4) Physical Sciences which included Chemistry, Animal Physiology and Physical Geography. (5) Mental and Moral Sciences which included Logic, Moral Philosophy and Mental Philosophy.

A candidate who appeared at the B.A. Examination within five years from the date of passing his Entrance Examination and was placed at the First Division, might be examined for Honours in any one or more of these five subjects: Languages, History, Mathematics and Natural Philosophy, Natural History and the Physical Sciences, and Mental and Moral Sciences. Candidates were to intimate to the Registrar their desire to be examined and the subject or subjects before the last day of March.

A person who immediately after passing the B.A. Examination obtained Honours was entitled to the degree of Master of Arts without further examination or fees. Any other graduate of any Indian university or any university of the United Kingdom might be admitted to the examination on payment of a fee of fifty rupees. There was no special examination but the candidate was required to pass in Honours examination in at least one of the subjects.

Following the spirit of the instructions of the Directors of the East India Company, the Senate adopted the principle that no question should be asked in the examination "so as to require an expression of religious belief on the part of the candidate", and "no answer or translation given by any candidate" would be "objected to on the ground of its expressing any peculiarity of religious belief".

At a meeting of the Provisional Committee held on 24 January, the necessity of having a seal for the use of the University was discussed. The Committee resolved that William Gordon Young "should consult with Captain C. B. Young and that the latter be requested to furnish the Committee with a design for

the seal". The minute of a subsequent meeting of the Committee, however, show that the designs furnished by Captain Young were unacceptable as "they were of too elaborate a nature" and would not produce a clear impression. Beadon was requested "to procure from Messrs. Hamilton and Company the design for a seal in which the arms of the Hon'ble East India Company should form a prominent feature".

Immediately after the incorporation of the University applications began to pour in for affiliation from various institutions. Such applications received by the Provisional Committee in the first year included those from the Bishop's College, the Parental Academy and Doveton College, the St. Paul's School, the Free Church Institutions, La Martiniere and the London Missionary Society's Institutions at Bhowanipore. Applications were also received from the Presidency College (General and Law departments), Calcutta Medical College, Calcutta Civil Engineering College, Hooghly College, Dacca College, Krishnagar College, Berhampore College and Serampore College. There was one case in which an institution other than educational, desired an affiliation with the University ; the University found it unable to entertain such an application. The authorities of the proposed observatory at Lucknow addressed a letter to the Government of India requesting affiliation with the University of Calcutta. The Vice-Chancellor and the Provisional Committee did not think it possible to agree to such a proposal. The Registrar was directed to reply that while the Vice-Chancellor and Senate entertained the warmest interest in the well-being of the Lucknow observatory, they were "unable to discover any method" by which the observatory might be affiliated. Affiliation was possible only in case of institutions where "the work of education was formally carried on", where there was a staff of teachers, a defined course of study and a body of students. It was regretted that it was not possible "to take any step to connect the proposed observatory with the University of Calcutta".

EARLY DAYS OF THE UNIVERSITY

In the early years of the University, it had no home of its own. In a resolution of the Governor-General-in-Council dated the 12th December, 1856, the University was directed to hold the

meetings of the Senate in the Council Room of the Medical College Hospital with the permission of the Lieutenant-Governor and its examinations in the Town Hall. Suitable accommodation was, however, necessary for the office of the Registrar, and for housing the records. This had not escaped the attention of the Court of Directors. In 1854, when it sanctioned the scheme for the establishment of a Presidency College in Calcutta, the Court directed that "the building of the Presidency College should be so arranged as to afford space for such buildings or apartments as may be required for the transactions of the business of the Calcutta University and for holding the University examinations". In January, 1857, Major Bell who was then the President of the Building Committee of the Presidency College wanted to know what accommodation the University might require in the new building. The Provisional Committee wanted a "private room and an office for the Registrar, space for records and muniments when required, a council chamber adopted for meetings of the Senate, Syndicate and the Faculties and a large hall for examination".¹⁵ Owing to lack of space, the holding of examinations always remained a problem. On several occasions, the attention of the authorities was called to the inconvenience at the time of the examinations. It was not till 1866 that the plan of the University Senate House, an appropriate edifice "to the first born of Indian Universities" was sanctioned. The Senate House was opened in 1873.

The only examination in Arts conducted by the University in the first year was the Entrance Examination. There were two hundred and forty four candidates. Except ten, who came from the Delhi College, they were all inhabitants of Bengal, Bihar and Orissa. Fifteen candidates were absent and sixty-seven failed to pass. One hundred and fifteen were placed in the first division and fifty-seven in the second. The First-Pass Examination of the Calcutta Medical College was conducted as on previous years by the professors of the college, but it was allowed "to stand in lieu of" the First Examination of the University for the Degree of Licentiate in Medicine and Surgery.

Towards the end of the year 1857 the machinery of adminis-

¹⁵ Richey, *op. cit.*, p. 128 ; also *Selections of the Records of the Government of India*, LXXVI, p. 28, Court of Directors to the Government of India, 13 Sept., 1854.

tration was organised and the University began its normal function. The first Entrance Examination of the University was held and subjects for the next two years were settled. The regulations were drawn up and arrangements made for the publication of a University Calendar from the next year. In his first Convocation Address the Vice-Chancellor said that there was in the country "a very considerable desire for academical distinction". The University also came in for a good deal of criticism. About a year after the establishment of the University Lord Ellenborough, who was then the President of the Board of Control, wrote to the Chairman and the Deputy Chairman of the East India Company that the letters which he received about the state of education in India had not given him the impression that the "expected good" had been derived from the system set up by the despatch of 1854. Ellenborough also complained of the increase of charges. In 1854-55, the amount spent on education was Rs. 9,99,898. In 1855-56, it had risen to Rs. 17,25,664. In 1856-57, there was a further rise to Rs. 21,64,050. This was "rather a serious addition, in so short a time, to the expenditure of a borrowing state".¹⁶ Halliday, the Lieutenant-Governor of Bengal replied to Ellenborough in his minute of 19 November, 1858. There was "not one purpose enumerated", Halliday said, "in which the plan of 1854" could be "proved to have failed of effect". An increase from ten to twenty-one lakhs for education was not "an amazing evidence of extravagance" as Ellenborough appeared to have thought; the amount was for the whole of India and "much less than a hundredth part of the gross revenue levied from the people". It was "about the cost of two regiments of English Infantry". Ellenborough wrote at a time when the administration was still suffering from the effects of the Sepoy Mutiny and this might have to some extent influenced his judgement. But the wild remarks of a member of the Council of India quoted by Clerk, Secretary of the India Board may be shortly dismissed. It is a popular belief that common people resented the intrusion of foreign ideas and the Company's attempt to spread Western education was one of the contributing causes of the Mutiny. A member of the Council suspected that

¹⁶ *Parliamentary Papers*, President of the Board of Control to the Chairman and the Deputy Chairman of the East India Company 28 April, 1858. Also printed in Richey, *op. cit.*, pp. 131-34.

in some parts encouragement and help to sepoys came from people with Western education. Referring to the destruction of some educational buildings in the North-Western Provinces, he commented that people responsible for it came from the Indian States and had been "lately aided and instructed . . . by some highly educated Bengalees".¹⁷

The lack of Biblical teachings in the universities and the Government's desire that education in Government institutions should be "exclusively secular" did not please the missionaries. Even a man like Duff considered that "high English Education, without religion was a blind suicidal policy". He hoped that a time would arrive when "all men in India would be equal under the shadow of the same religious faith". Another missionary, writing in 1857, lamented that the Bible had been "most carefully excluded" from colleges and schools. Another, writing a few years before the Mutiny deplored that "heavenly wisdom" was "carefully excluded" from the schools. Education without religious teachings left the heart "empty and void". He wrote, in what has been called "a prophetic spirit", that the "Government were nourishing vipers in their bosom, and if they should one day be stung by them, they must not be surprised".¹⁸ It will be well to turn to the opinion of a representative Indian, Kissory Chand Mittra. He denied that the system of education was "calculated to produce only secularists". It had brought to those who had come "within the range of its influence inestimable moral and religious benefits". He believed that the effects of the University on the "advanced educational operations were on the whole beneficial." Its faults, he attributed, to "its heterogeneous constitution and its defective system of training". He blamed the system for it was "based on cramming" and calculated to "turn out intellectual machines and not intellectual men". Besides, the subjects of examination were "far too numerous to be mastered or even to be studied to any purpose by any but the

¹⁷ *Parliamentary Papers*, Memorandum by Sir R. G. Clerk, Secretary of the India Board. Halliday wrote in his minute of 19 November 1858, "the people have been in their ignorance rather frightened about our measures and therefore suspicious as to the result. In Behar, no doubt, they called the Inspector's office *Sheitanka dufter khana*—the devil's counting house".

¹⁸ Reverend C. B. Leupolt quoted in *Memoirs on the Education of the Natives of India* by Money, p. 4.

ablest candidates.¹⁹ Much of the criticisms of Kishore Chandra Mitra is perhaps true of Indian universities even today.

The dreams of the founders of the universities have largely come true, but perhaps not in a way conceived by some of the early pioneers of Western education. Macaulay had imagined that European education in India would produce a class of people, "Indians in blood and colour, but English in tastes, in opinion, in morals and in intellect". The flood of Western education overwhelmed the country and touched every aspect of Indian life, but did not quite produce the results, Macaulay had dreamt of. The authors of the despatch, however, did not forget that the spread of university education in the country would be naturally slow ; it was not wise to expect sudden or speedy results. It would perhaps depend more on the efforts of the people than of the Government. To infuse the people of such a vast country with the desire for knowledge, and spread education among them, the Directors considered, might be a work of many years. This was what Sir James Colville said in his first Convocation Address, "We must recollect that we are not merely planting an exotic, we are planting a tree of slow growth." This was no doubt a wise view to take ; but the authorities probably did not quite realise in the beginning, that there was in the country so much thirst for knowledge and so much interest in Western literature and science.

¹⁹ Mitra, K. C., *Progress of Education in Bengal*, pp. 25-26.

CHAPTER THREE

THE FORMATIVE YEARS: 1857-82

WHEN the University of Calcutta was formally founded on 24 January, 1857, in pursuance of the despatch from the Court of Directors to the Governor-General-in-Council, dated 19 July, 1854, everything and everywhere in India appeared to "promise a prosperous course to the new University". The fierce controversy between "conveying instruction through the medium of the English language or through that of the Vernaculars" had settled down in favour of the former, but at the same time, saner minds were coming round to "the opinion that the other method also must not be neglected, indeed, must be used more and more as occasion offered itself". In so far as Bengal and her north-western neighbours, the Deccan and the South were concerned, there were in evidence signs of increasing political stability and social security. A new class of landed and professional gentry, indeed a new middle class, was growing with more and more interests vested in the new social and political order. This class was very eager to take the fullest advantage of the system of education sponsored and initiated by the three universities. In Calcutta, in particular, a number of literary, social and cultural organisations had been long at work, organisations inspired and actuated by Western thought and Western attitude towards life, so that the ground was ready to receive the plant transhipped by the despatch of 1854.

But the University had not been founded six months when throughout a considerable segment of northern India, large scale mutinous activities broke the peace and shook the security and stability of vast tracts of the land. Since Bengal and Calcutta were far removed from the centres of these disturbances, educational establishments in these areas, including the young and tender plant that was the University of Calcutta, did not have to suffer the direct effects of insecurity, storm and stress. But the indirect effect was not slow to make itself felt.

What William Ritchie, the Vice-Chancellor, said in course

of his Convocation Address on 6 March, 1860, is relevant in this connection :

“ . . . Powerful minds in Europe took alarm and mistaking . . . the causes of the fearful outbreak, . . . they augured gloomily of the success of the plans of 1854, and thought it would be prudent and expedient to retrace the steps then taken. Lord Ellenborough and Sir George Clerk, statesmen whose opinions are entitled to the greatest respect, in State paper, penned with their usual ability, sounded the tocsin of alarm as to education, and authoritatively announced that the promised good had not been derived from the system of 1854, while they deprecated the increase thereby caused.”

Fortunately, the cloud of alarm soon dissipated itself. For one thing, the promoters of the University were mostly of the view that giving more and more education of the kind envisaged in the despatch of 1854, was the surest inoculation against political or civil discontent and unrest. “Of all the defences of a State, the surest, the best and the cheapest is the education of its people,” said Vice-Chancellor Ritchie in his Convocation Address of 6 March, 1860. “Educate your people from Cape Comorin to the Himalayas, and a second mutiny of 1857 . . . will be impossible.” Halliday also drew the same lessons from the political commotion of 1857.

“Those who have imbibed the greatest share of English ideas and knowledge”, said he, “have taken the least part in the recent troubles and atrocities: the best educated have been the least affected, and I know scarcely one well-authenticated instance of a really educated native, I will not say joining, but even sympathising with the rebels.”

The same logic and sentiment were voiced year after year as it were, by successive Chancellors and Vice-Chancellors. Little did they know that the very first and second generations of Indians who were the products of this new education and learning would turn out to be the first batch of grave-diggers of the British Empire in India. The high creative potency of the system and the ideology imported by the British, were yet unknown. However, for the time being the tide of the reactionary forces was stemmed successfully and the educational policy enunciated in the despatch of 1854 stood vindicated.

For another, the sponsors and promoters of the University of Calcutta were sustained by the force of objective facts that were

making themselves felt everyday. The number of candidates that offered themselves for the examinations of the University rose year after year ; new schools and colleges were being established every year ; the upper and the middle classes, at any rate, were taking an increasingly keen interest in this education and thousands of them were clamouring to have a taste of it to enable them benefit themselves materially and to have the vision of a new world of thought and action. The promoters of the University had, therefore, every reason to congratulate themselves on the steady achievement of the objective they had in view. Indeed, more than one Chancellor and Vice-Chancellor did so congratulate themselves in course of their annual Convocation Addresses.

Thus did the University of Calcutta justify itself and prove that it had come to stay, even within less than ten years of its existence, so that Vice-Chancellor Henry Maine felt obliged to utter the following words in his Convocation Address on 17 March, 1866:

“The truth is that we, the British Government in India, the English in India, have for once in a way founded an Institution full of vitality ; and by this University and by the other Universities, by the Colleges subordinate to them, and by the Department of Education, we are creating rapidly a multitudinous class, which in the future will be of the most serious importance for good or for evil. And so far as this University is concerned, the success is no less striking, because it is not exactly the success which was expected.”

How was it all achieved? When the Act of Incorporation (Act II of 1857) brought the University to formal being, the University was nothing but a list of names gathered under the blanket phrase of “body politic and corporate”: It had no constitution, no establishment, no library, indeed no local habitation, no rules and regulations for guidance. All that the “body corporate”, that is, the Senate started with, were the Act of Incorporation on a few sheets of paper, an outline of the various courses of study and corresponding examinations and degrees prepared by a Committee for the establishment of universities in India, and a set of rules drafted by the Provisional Committee. The “body corporate” had to rear up the University of the form and pattern outlined by the despatch of 1854.

How they did it is described in the pages that follow. It will be seen that by the time when the University came to possess a local habitation of its own in March, 1873, its foundation had already been laid firm and its future had been more or less well-defined. The first twenty-five years, considered from all points of view, may thus fittingly be described as the formative period of the history of the University of Calcutta. The year 1882, the closing year of this period, not only witnessed the Silver Jubilee of the University but it also saw the appointment of an Education Commission of which William Hunter was the Chairman, to enquire into the state of primary and secondary education and suggest ways and means for their improvement and reorganisation. The Indian universities were no doubt excluded from its terms of reference ; yet, in a very deep sense the Commission purported to be a milestone in the history of education in India. Moreover, this was also the year when the first offspring of the University of Calcutta, the University of the Punjab was born (October, 1882). Here is thus the natural closing of a chapter, the consummation of the formative phase of the University's life.

A LOCAL HABITATION FOR THE UNIVERSITY

Though the first meeting of the Senate was held on 3 January, 1857, the University did not come to have a habitation of her own until more than sixteen years later, on 12 March, 1873, when the Senate of the University formally entered and took possession of the stately hall of classic dignity, known to passing generations as the Senate Hall. The question of providing the University with suitable accommodation, came up at the very start, and when the building of the Presidency College was first proposed, there was an intention to provide space for the University within it. Reference to such arrangements has already been made in the previous chapter.

Nothing, however, seems to have been done in this direction until 31 January, 1862, when the matter appears to have been taken up once more, this time by a subcommittee appointed by the Syndicate.

In the meanwhile, however, the problem of providing accommodation for the annually increasing number of candidates

offering themselves for the Entrance Examination, for the holding of meetings of the Senate, Syndicate and Faculties, and for the office of the Registrar, had been giving some headaches to the authorities of the University. The number of candidates for the Entrance Examination in 1857 was 244 ; in 1862 it rose to 1,114. In 1858, the Town Hall not being available for the purpose of holding the examination, the Registrar was empowered "to make necessary arrangements whether in the Town Hall (if declared available . . .), in the Bonded Ware House, in the Martiniere in tents, or in such other way as might, on enquiry, seem to be most expedient". The examination of that year was, however, held in the upper floor of the Free School Institution. But in later years, as the number of candidates increased, even the Town Hall proved to be insufficient for the purpose, and examinations were held partly in the Town Hall and partly in improvised tents in the *Maidan*. Besides, the Town Hall presented other difficulties. Public dinners and dances, musical parties and concerts, meetings and receptions were often held in its rooms, and these caused a great deal of inconvenience to the examinees.

Pointed attention was drawn to this sad state of affairs in January, 1862, and this in no uncertain terms, by the Junior Board of Examination in Arts of which Alexander Duff was the President. Among other things the Board observed :

"We trust that the Vice-Chancellor and Syndicate will pardon us for observing on this point, that it is unbecoming of the dignity of a great University, at the metropolis of this empire, not to have a suitable building, under its own management, for the conduct of its affairs. The success of this University is no longer a matter of speculation, the applications for Entrance are increasing in a ratio that we believe has no parallel in the history of the world."

Apart from examinations, there were other difficulties too. The Registrar's office was in a private house in Camac Street ; the Syndicate generally met at the private residence of the Vice-Chancellor ; the Faculties were doing so either at the private residence of the President of the Faculty concerned or in the Civil Engineering College which, at the moment, was located in some of the rooms of the Writers' Building, rooms that had been formerly occupied by the Fort William College ; the

Senate was holding its meetings in the private residence of the Vice-Chancellor, or in the Town Hall or in the Civil Engineering College.

However, on receipt of the report of Junior Board of Examination in Arts referred to above, the Syndicate at its meeting on 31 January, 1862, appointed a subcommittee consisting of Alexander Duff and H. Scott-Smith, the Registrar, to report, among other things, on "whether a University building was required, and if so, what was to be its situation and extent". In course of their report presented within a month, the subcommittee emphasised the need of the University for having a building of its own, a double-storied one, on a 150 ft. square base, and observed:

"The site of the new edifice should be somewhere in the line of Colootollah Street, so as to be intermediate between the native Colleges on the one hand, and the European and Eurasian on the other. This is a point of paramount importance . . . We have learnt that a large space of ground, in the locality now referred to, has been purchased . . . for the Presidency and the Medical Colleges . . . should this arrangement be effected, it will be necessary that the separate portion allotted to the University, shall be under its own control and that the separate building assigned to it, shall be called the Calcutta University."

The Vice-Chancellor and Syndicate did not express any opinion on the details of the report which included also a recommendation for the institution of University professorships and scholarships, but adopted generally the conclusions arrived at by the subcommittee, and referred them to the different Faculties for their opinion. On 5 June, 1862, when the opinions and observations of the Faculties had been received, the Syndicate was decidedly of opinion that a separate University building capable of extension so as to meet the growing requirements of the University, was urgently required, and that the building so erected should contain at least a spacious and stately Senate House, or University Hall for the meetings of the Senate, a University Library of suitable dimensions, a Reading or Consulting room, a suitable chamber for the ordinary meetings of the Senate, the Syndicate and the Faculties, a retiring or robing room for the Chancellor, Vice-Chancellor and Senators, an office for the Registrar, a record room and office for his clerks, and

two large examination rooms, capable of being fitted up, if necessary, as Lecture Halls or Theatres.

The Senate at its meeting on 14 June, 1862, accepted all the above recommendations of the Syndicate and added that the University building should be situated in the "native part of Calcutta, to the north of the line of Dhurumtolla Street". The resolution of the Senate was almost at once forwarded to the Government of India, for their sanction; a reply was received, more than eight months later, in March, 1863, that no decision in respect of the site of the University building had yet been taken by Government. In the meanwhile, the Vice-Chancellor of the day, Claudius James Erskine referred to the subject in his annual Convocation Address, 16 March, 1863, and "hoped for a structure which should be of an imposing and noble aspect—fitted not merely to minister to material uses but to strike the imagination and to retain its hold on the memory". He also made certain exhortations asking for liberal endowments from the Indian public, especially for the library of the University.

Early in the following year, the Governor-General in company with the Lieutenant-Governor of Bengal and the Vice-Chancellor of the University, visited the site originally suggested by the sub-committee appointed by the Syndicate, and on 31 March, 1864, the Secretary to the Government of India informed the Secretary to the Government of Bengal, Public Works Department, that "the Governor-General-in-Council is of opinion that no better site can be found than that of the west of College Street, facing the tank in front of the Hindu College" and that "the building should be arranged in such a manner having regard to the central line of the tank, as will admit of a symmetrical extension of it towards the corner of Colootollah Street, should the purchase of the bazaar hereafter become possible, which at present is not the case". The letter was placed before the Syndicate on 28 May, 1864, and a decision was taken to request the Architect to the Government of Bengal to prepare plans for the University building.

It seems to have taken Granville, the Architect, about a year and a half to prepare the plans, which the Vice-Chancellor and Syndicate approved of at their meeting on 30 December, 1865. A request was made to the Government of India by them, on

that very date, to the effect that "as the Government of Bengal had no money at its disposal . . . a special grant . . . might be added to the Educational Budget of the ensuing year to meet the requirements of the University building which was urgently needed".

Nothing is heard for some time, but fourteen months and a half later, on 17 March, 1866, in course of his annual Convocation Address, the then Vice-Chancellor, Henry Maine, breaks the welcome news that "the plans for the building have now received full official sanction, and nothing now will probably delay the construction". In this connection he made certain observations which throw interesting light on how contemporaries viewed the examinations of the University of Calcutta and what importance was attached to them. These observations are well worth quoting.

"For myself, I confess that until I was recently present at the Examinations, I could not have conceived the extraordinary meanness of the arrangements provided for holding them and I know they were the only arrangements which could possibly have been made. But, gentlemen, what was more startling than the mere insufficiency of the accommodation, more striking than the fact that we had this year to hold our examinations in the unfinished shell of the Post office and the fact that, if next year we cannot have the unfinished shell of the High Court, we shall be driven to tents on the *Maidan*—what was far more impressive than this, was the amazing contrast between the accommodation and the extraordinary importance which these examinations have acquired. The thing must be seen to be believed. I do not know which was more astonishing, more striking,—the multitude of the students, who, if not now, will soon have to be counted, not by the hundred, but by the thousand; or the keenness and eagerness which they displayed. For my part, I do not think anything of the kind has been seen by any European University since the Middle Ages—and I doubt whether there is anything founded by, or connected with, the British Government in India, which excites so much practical interest in Native households of the better class, from Calcutta to Lahore, as the examinations of this University."

About a month and a half later, on 28 April, 1866, the University was informed that the Governor-General-in-Council had sanctioned Rs. 81,660 for the site and Rs. 1,70,561 for buildings exclusive of outhouses, as estimated by the Public Works

Department of Bengal for the construction of the University building.

The work of construction dragged on for more than six years, and the University, faced with the problem of coping with an ever-increasing number of candidates to its Entrance and First Arts Examinations, had to requisition the rooms and services of its affiliated institutions for the accommodation of the examinees.

At last, towards the end of 1872, at a cost of Rs. 4,34,697, slightly less than the double of what was originally estimated, the Senate Hall, came into being. It was formally entered by the Senate on 12 March, 1873, on the occasion of the annual Convocation ceremony, led by the then Vice-Chancellor, E. C. Bayley and the Chancellor Lord Northbrook. The Vice-Chancellor opened his address by saying,

“In today entering into possession of the noble hall in which we are assembled, the University of Calcutta enters also, it may be said, upon a new epoch in its career . . . this building which will hereafter constitute its (the University’s) local home and its visible embodiment.”

For the next forty years, indeed, until about 1913, the Senate Hall was destined to be the only “visible embodiment” of the University of Calcutta that stood guard over the educational aspirations and achievements of the people of Bengal and their immediate neighbours. The Senate Hall has indeed been for more than eighty years, one of the greatest and most significant landmarks of the city of Calcutta. The year of the Centenary of the University may have to witness its demolition to yield place to a new and, it is hoped, an equally stately edifice in terms of contemporary monumental architecture, “not merely to minister to material uses”, to repeat the words of the then Vice-Chancellor, Claudius James Erskine, “but to strike the imagination and to retain its hold on the memory”. That the Senate Hall answered fully and well to this aspiration, has been the testimony of more than four generations of Indians.

FRAMEWORK

By the time the University completed its twenty-fifth year in 1882, its constitution had taken a definite shape and form which were to continue till the passing of the Act of 1904.

Indeed, its main structure as it evolved in course of the first twenty-five years, was adopted by and incorporated in the later Act.

Once the Provisional Committee ceased to exist, about the end of 1857, the power of framing and proposing new and amending or repealing existing bye-laws and regulations passed into the hands of the Syndicate and no question could be considered by the Senate which had not been, in the first instance, considered by the Syndicate, though the Senate was the supreme governing body of the University and had the sole power to make and alter bye-laws and regulations subject to the approval of the Governor-General-in-Council.

At a meeting held on 10 May, 1863, the Syndicate invited opinions from the Faculties as to "whether some arrangements should be made by which persons of high reputation and influence in the country, not literary or professional men, inventors or men of science, but gentlemen distinguished for public spirit and for administrative ability, might occasionally be associated with the management and fortunes of the University, as Honorary Fellows or otherwise". But nothing seems to have been done in this regard, and the category of Honorary Fellows which was to become an important feature in the Act of 1904, does not appear to have come into existence.

At a meeting of the Syndicate held on 30 July, 1864, it was resolved that the election of the Presidents of Faculties and members of the Syndicate should take place before the annual meeting of the Senate and that the names of persons elected should be declared at such meeting. It was also decided

"that if any Faculty failed to elect its President before the Annual meeting of the Senate, or, in case, the office should become vacant during the year, to elect a President for the rest of the year, the Vice-Chancellor might appoint any member of that Faculty to be its President".

The same meeting decided further

"that all members of the Syndicate must be resident in or near Calcutta. If any member should be temporarily absent from Calcutta, the President of the Faculty might appoint a member to officiate during his absence, but should the period of absence exceed three months the Vice-Chancellor might declare his place vacant".

Towards the end of 1881, the Senate directed the Syndicate to ask the Faculty of Arts to appoint permanent Boards of Studies chosen from among their own members for the purpose of advising the Syndicate with regard to the selection of textbooks in the various subjects of the Arts examinations. Accordingly, the Faculty of Arts in their meeting of 28 January, 1882, appointed the following Boards of Studies: English and European Languages, Sanskrit and Sanskritic Languages, Arabic, Persian and Urdu, Mathematics, Science—natural and physical, History and Philosophy.

The main features of the constitution, as it stood at the close of the first quarter of the century, may thus briefly be described:

The University of Calcutta consisted of a Chancellor, a Vice-Chancellor, appointed for two years by the Government of India, and Fellows, also appointed by the same authority. The Syndicate was presided over by the Vice-Chancellor and consisted of six other members elected annually from the four Faculties into which the Senate divided itself. Each Faculty elected its own President who held office for one year, and from the fact that the Faculty of Arts was asked to and did elect as many as seven Boards of Studies, it seems that the principle of this feature was already recognised and accepted. The Senate, alone, had the power to make and alter rules, bye-laws and regulations, but they could not consider anything that had not been previously considered by the Syndicate. All rules and regulations were subject to the final sanction of the Governor-General-in-Council. The accounts of income and expenditure of the University were required to be submitted, once in every year, "for such examination and audit as the Local Government of Bengal might direct".

UNIVERSITY SEAL AND MOTTO

It has already been explained in the previous chapter how and why the first seal procured by William Gordon Young was rejected, and how the seal procured by Cecil Beadon from Messrs. Hamilton and Co., showing the Arms of the Hon'ble East India Company, came to be adopted.

It was this seal with which Colvile, the first Vice-Chancellor, imprinted the first volume of bye-laws.

This seal was replaced in 1863 by a new one. On 3 January of that year the Registrar was asked by the Syndicate "to obtain

from Messrs. Hamilton & Co. a new University seal on which the Arms of the East India Company should be replaced by the Royal Arms". Evidently the change was necessitated by the transference of the governance of India from the Company to the Crown. This seal remained in use till 1935 when at the instance of Vice-Chancellor Syamaprasad Mookerjee, it was replaced by another one in which two traditional Indian symbols, the Sun and the Lotus, dominated the composition. With certain small variations of detail this continues to be the common seal of the University to this day.

The motto of the University "Advancement of Learning" seems to have been adopted even before the University was formally brought into being, and was incorporated into the first design of the seal made by Captain Young. But there seems to be no record to show who was originally responsible for suggesting it and when, though it is evident that the Provisional Committee was the only body that could possibly do so.

AFFILIATED INSTITUTIONS

When the Provisional Committee met on 7 February, 1857, they had, among other things, several letters before them, requesting affiliation of different institutions to the University of Calcutta. The committee, therefore, felt the necessity of framing rules as to how applications for affiliation should be made. They resolved accordingly that all such applications must be accompanied by (a) a statement showing the present instructive staff and the courses of study in all branches during the last two years at least, provided the institution has existed for such a period, and (b) a declaration from the Manager, Principal or Headmaster, that the institution has the means of educating up to the standard of the B.A. degree, and such declaration before being sent to the Registrar for the ratification of the Senate, must be countersigned by at least two members of the Senate.

Very few institutions seem to have applied for affiliation or been affiliated during 1858 and 1859. But in 1860, the Sanskrit College, Calcutta ; Queen's College, Benares ; Bishop's College, Howrah and Saugor High School were added to the list of affiliated institutions, and in 1862 the Ajmere College, Ajmere

and St. John's College, Agra. The same year saw the affiliation of the Patna College, the Bareilly College, the St. Xavier's College, Calcutta, and the Jay Narain's College, Benares. The St. Thomas College, Colombo, seems to have received affiliation in 1863.

Early in 1864, the Hindu Metropolitan Institution seems to have applied for affiliation, but the Syndicate at its meeting on 23 May, 1864, deemed it inadvisable to extend the privilege to this institution, whereupon Iswar Chandra Vidyasagar, a member of the Senate, sent a memorandum to the Syndicate protesting against this decision. But the Syndicate informed him that it did not see any reason why it should alter its previous decision. It was presumably out of this case, that there arose the necessity of revising the current rules governing affiliation of educational institutions.

In July, 1864, the Syndicate adopted the following revised rules for affiliation and disaffiliation of institutions:

"Permission of affiliation rests, under sanction of the Governor-General-in-Council, with the Syndicate, to whom all applications for affiliation must be addressed through the Registrar. . . .

"Every application must be countersigned by two members of the Senate.

"The application must contain (a) a declaration that the Institution has the means of educating up to the standard under which it desires to be affiliated; (b) a statement of provision made for teaching up to the standard; and (c) satisfactory assurance that the Institution will be maintained on the proposed footing for five years at least.

"The Syndicate may, with the sanction of the Governor-General-in-Council, at any time, withdraw the privilege of affiliation from any institution."

During the academic year 1864-65, the following institutions sought and were extended affiliation to the University: the Dacca, Berhampore and Patna Colleges, in Law; the Lahore Mission School and General Assembly's Institution, in Arts; the Government College at Delhi and the Victoria College at Agra, in Arts; the Hooghly College and the Krishnagar College, in Law; the Lahore Government College, the Delhi College, the St. Thomas College at Colombo, the Church Mission School at Amritsar, the College at Roorke and one or two other schools. The Christ Church Mission School at Cawnpore, the Cathedral Mission College in Calcutta, the Gauhati High School and

Bishop's School, Simla, were added to the list in course of 1865-66, and the Canning College at Lucknow, the Government High School at Cuttack, the St. Stephen's College, Delhi, the Calcutta Madrasa, the Sehore School in Central India, La Martiniere College at Lucknow, during 1867-68. In course of 1868-69, recognition was extended to the Agra College, in Law, but the affiliation of the Queen's College, Colombo, was recommended to the Government of India for cancellation. The Chittagong High School, the Allahabad High School and the Mussorie High School were, however, added to the list during this year.

On 14 July, 1865, the Director of Public Instruction informed the Registrar of Calcutta University that the Civil Engineering College had been amalgamated with the Presidency College, Calcutta, whereupon the Syndicate proceeded to extend affiliation in Civil Engineering to the Presidency College. Fifteen years later the Government established a Government Engineering College at Howrah which was immediately extended affiliation in Engineering (1 April, 1880). The Civil Engineering department of the Presidency College, Calcutta, was then transferred to and amalgamated with the Government Engineering College at Howrah and the affiliation of the Presidency College in Engineering was consequently cancelled.

In the meanwhile the St. Peter's College at Agra was added to the list of affiliated institutions in 1870, the Muir Central College at Allahabad and the London Mission School at Mirzapore, in 1872 ; the Maharaja's College at Jaipur, in 1873 ; the Maharaja's School at Patiala, in 1874 ; the Wesleyan Central Institutions of Ceylon and the Residency College at Indore, in 1877 ; the Trinity College at Kandy, in 1878 ; the Government High School at Rangoon and the St. Francis De Sales' College at Nagpur, in 1879 ; and Batala Christian Boys' Boarding School and College, in 1880.

The Presidency College, Calcutta, had been enjoying affiliation in Law since 1857, but in February of 1875, Vice-Chancellor Markby moved at a meeting of the Syndicate that a "separate school of Law be established, with six professors, separate from that of the Presidency College, the lectures to be delivered in the University Hall". The matter was referred to the Faculty of Law for consideration and report. Shortly afterwards, the

Lieutenant-Governor of Bengal also addressed a minute to the University suggesting "establishment of an enlarged and improved system of Law lecturing in the Presidency of Bengal". But nothing seems to have come out of the two proposals, not, at any rate, during the period under review.

It will be seen from the summary given above that at the end of its first twenty-five years the University extended far beyond the limits of Calcutta and the Lower Provinces and included such centres as Patna, Benares, Allahabad, Lucknow, Cawnpore, Bareilly, Jaipur, Indore, Ajmere, Agra, Delhi, Patiala, Lahore, Simla and Amritsar in the west; Dacca, Gauhati and Rangoon in the east; Cuttack, Saugar and Nagpur in the south, and beyond, to Kandy and Colombo in Ceylon. While the Universities of Bombay and Madras took care of large parts of the Deccan and the Far South, Burma and Ceylon chose to cast their lot with the rising fortunes of the University of Calcutta.

In the list of affiliated schools and colleges given above, one would notice a few institutions of far-off Lahore, Patiala, Amritsar and Simla. Already round about 1865, representations were made by educationists of the Punjab that the current system of education did not lend sufficient weightage to oriental learning and literature and discouraged the need for a vernacular medium. Since then they had been pleading for the establishment of a university in the Punjab in which adequate provision would be made for the study of oriental literature and culture, and modern sciences would be taught through the medium of the vernacular. A conditional promise of the foundation of a university in the Punjab was given by the Government in 1869, which was renewed in 1877, and at last, after more than fifteen years of waiting and working, the Act which constituted the University of the Punjab was passed in October, 1882. The institutions of the Punjab which had been affiliated to the University of Calcutta, now passed into the fold of the University of the Punjab, but with concurrent jurisdiction.

COURSES OF STUDY, EXAMINATIONS AND DEGREES

In his letter of 26 January, 1856, to the committee "to prepare for the establishment of universities in the Presidency towns

of Calcutta, Madras and Bombay", the Governor-General-in-Council gave a number of instructions covering courses of study and institution of degrees. These have been dealt with in the preceding chapter ; there is, therefore, no need to cover the same ground once more. But it is necessary to point out that the Preparatory Committee appointed four subcommittees to consider the question of instituting courses of study for the two degrees recommended by the Governor-General-in-Council, in each of the following subjects: Arts and Science, Law, Medicine and Civil Engineering. The scheme of examinations and the degrees and licenses to which they led, and the courses of studies as recommended by the four subcommittees were approved by the Preparatory Committee for the establishment of universities in India.

The brief summary of the regulations for the different examinations and the corresponding courses of study and degrees, as outlined in the previous chapter, will give an idea of the courses of study and the corresponding examinations and degrees with which the University set out to impart a system of education to a new and expanding middle class and thus to help to create and build up the ideology and the social pattern needed for the sustenance of this class. As years and decades rolled on, the need was felt from time to time, on academic or practical grounds, to revise the above regulations ; additions, alterations, amendments were made frequently on a small or large scale, and it is often very difficult to keep track of all of them through the maze of proposals and amendments at various stages in committees, subcommittees and boards, the Syndicate and the Senate. It is, therefore, proposed to note only the major changes and additions that were made from time to time, during the period under review.

1858 AND 1859

The first B.A. Examination was held early in 1858, and the Board of Examiners in Arts (such boards were required to be appointed for all examinations ; this was included in the regulations from the very beginning) reported to the Syndicate (24 April) that out of thirteen candidates for the degree of B.A., three had been absent from the whole or part of the examination, and of the others all had failed. The Board recommended

however, "that two candidates, *viz.*, Bankim Chunder Chatterjee and Judoo Nath Bose who had passed creditably in five of the six subjects, and had failed by not more than seven marks in the sixth, might as a special grace be allowed to have their degree, being placed in the second division". The Syndicate accepted the recommendation and admitted them to the degree of B.A.

On the recommendation of the Faculty of Arts the Senate at its meeting on 10 July, 1858, adopted certain changes in the courses of studies for the Entrance Examination. The provision for oral examination in the Languages was omitted, and Natural History was deleted from the course. Mechanics too was omitted from the paper on Mathematics and Natural Philosophy. For each of the four subjects at this examination the maximum marks allotted was 100 and the minimum marks for passing were fixed at one third, for the Languages, and one fourth of each of the other subjects. The minimum number of marks for the first division was fixed at fifty per cent.

For the B.A. degree minimum pass marks were fixed at one third in Languages and Mathematics, and one fourth in other subjects; the minimum number of marks for the first division was fixed at fifty per cent.

The Faculty of Law, in April, 1859, recommended and the recommendations were eventually accepted by the Senate, that to entitle candidates to succeed at the B.L. Pass Examination, they should obtain at least one third of the marks allotted to each separate subject, and one half of the aggregate marks allotted to all the subjects.

On 16 April, 1859, the Government of India wrote a letter to Calcutta University forwarding the bye-laws and regulations of Bombay University and requested that any portion of the Bombay scheme might be adopted, if deemed fit, for the improvement of the rules, then in force at Calcutta University. The matter was referred by the Syndicate to different Faculties for scrutiny and consideration.

The following extract taken from the annual report of the Syndicate for the year 1858, approved by the Senate at its meeting of 10 December, 1859, will give a clear and complete picture of what was done in the meanwhile to effect

improvement in the courses of study and the corresponding examinations :

"Many important changes have been recommended amongst which are the establishment of new degrees in the Faculty of Law and Civil Engineering, and in the Faculty of Arts, an examination to be intermediate between the Entrance and the B.A. Degree Examinations.

"The Degree in Law, to be called the Degree of Licentiate in Law, embraces a somewhat lower range of subjects than what is contained in the present B.L. degree course. Candidates will not be required to have graduated in Arts, but as evidence of a liberal education, will be required to pass the new or intermediate examination in Arts. This degree is not to interfere with the present B.L. degree, candidates for which will still be admitted to the examination without being required to have taken the lower or the Licentiate in Law Degree.

"The standard for the new degree in Civil Engineering has been placed much lower than that for the present M.C.E. Degree. Candidates will be required to have studied for three years at an affiliated college of Civil Engineering, to have been practically engaged for two years in Engineering and to have passed the First Examination in Arts. This Degree is to be called the Degree of Licentiate in Civil Engineering. The condition of having taken this Degree will, in future, be required for all candidates for the Degree of M.C.E.

"The new examination in Arts to be called the First Examination in Arts, is to be intermediate between the Entrance and the B.A. Degree Examinations. Candidates will be admitted to it two years after entering the University, and a certificate of having passed it, will, after 1862, be a necessary condition for candidates for the Degree of B.A. . . . "

The different Faculties thoroughly examined the bye-laws and regulations of Bombay and Madras Universities and suggested important changes which were eventually approved and adopted by the Syndicate.

According to the previous regulations governing the Entrance Examination, answers in subjects other than in Languages, could be written either in English or in any other indigenous language. Under the altered regulations, the answers in each branch were to be given in *English only*, except when otherwise specified.

According to the regulations for the First Examination in Arts the name of which was originally proposed as the Previous Examination, candidates were to be admitted to the examination within two years of their passing the Entrance Examination,

during which they were required to prosecute a course of study in one or more affiliated colleges. The fee for admission to this examination was fixed at Rupees ten only and the candidates were to be examined in the following subjects:

1. Languages: English and any one of the following languages—Greek, Latin, Hebrew, Arabic, Persian, Sanskrit, Bengali, Oriya, Hindi, Urdu, Burmese, Armenian; 2. History—History of England, including that of British India up to 1815, Ancient History with special reference to the History of Greece to the death of Alexander; and 3. Mathematics and Natural Philosophy—Arithmetic, Algebra, Geometry, Plane Trigonometry, Mechanics.

The First Examination in Arts was held for the first time in 1861; but the revised regulations for Law and Engineering came into force three years later, from 1 May, 1864.

During the years 1858 and 1859 certain details in the working of the machinery of examination were also worked out, *e.g.*, in the appointment of examiners and boards and sub-boards of examiners, general procedure of conducting examinations and rules for the guidance of officers in charge of examination centres.

1860-65

“Revealed Religion” was one of the optional subjects in which candidates could be examined for the B.A. Honours degree. Objections seem to have been raised in certain quarters to the inclusion of this subject so that the Secretary of State felt called upon to clarify the position which he did in course of a despatch (No. 19, of 8 November, 1860) to the Governor-General-in-Council who forwarded it to the authorities of the University. It was stated in the despatch “that there should not be any departure from the principle laid down in the despatch of 19 July, 1854, *viz.*, that the examination for degrees should not include any subjects connected with religious belief. But Her Majesty’s Government were not prepared to rescind the practice in vogue in the Calcutta University in allowing students to appear in voluntary subjects at an examination the result of which was allowed to be taken into account in determining the position of a candidate in Honours”.

It was decided (1860) that any Bachelor of Law might be admitted to the D. L. Examination on payment of a fee of Rupees

fifty only; candidates for the examination were expected to possess a competent knowledge of every subject included in the branch in which he was to be examined. It was resolved further that a Bachelor of Law who had passed the Honours Examination in four of the seven optional subjects within six years after entering the University might get the degree of Doctor of Law without further examination or fee, and that any other Bachelor of this or any other university in India or the United Kingdom, would be admitted to the degree of Doctor of Law on payment of a fee of Rupees fifty only.

On the recommendation of the Faculty of Medicine, the President of the Faculty was appointed by the Syndicate as *ex-officio* President of the Board of Examiners in Medicine. The Syndicate also resolved "that the minimum standard of competence which would entitle a candidate to the First Licentiate Examination in Medicine and Surgery, be left for this year (1860) to the Board of Examiners in Medicine".

Candidates for the B.L. Examination of the same year, from the Presidency College "were permitted to sit for the Licentiate in Law Degree without paying additional fee, and failing to obtain the former was awarded the latter Degree provided the examiners considered them deserving of the same".

It was also decided that certificates granted to all persons above the Licentiates would be designated diplomas and the certificates granted to Licentiates would be called licenses.

The M.A. Examination was held for the first time in the year 1861; only one candidate took it but he failed. Next year three candidates sat for the examination and all of them failed. In 1863 seven appeared; this time as many as six passed, forming the first batch of M.A.'s of the University. The M.D. Examination was held in this year (1863) for the first time, and Chunder Coomar De became the first M.D. of Calcutta University.

The Senate at its meeting on 8 August, 1864, adopted the recommendation of the Syndicate that it was desirable to assimilate the privileges of the Faculties of Law and of Medicine and that any person who passed an examination for a License in Law before 1864, could proceed to the B.A. Examination without passing the First Examination in Arts and a Licentiate in Medicine and Surgery before 1864, could in like manner be

admitted to the B.A. Examination without passing the First Examination in Arts.

The minimum attendance at lectures was fixed at seventy-five per cent of the total number of lectures delivered except in cases of severe illness during an academic year, in which case the minimum was to be reckoned on the entire period of continuous study which an undergraduate was required to prosecute under the regulations of any of the Faculties.

1866-70

A circular was issued to the Director of Public Instruction and Heads of affiliated colleges requesting them to state whether they considered it desirable that the present rule regarding the age of the Entrance Examination should be maintained, modified or abolished altogether (27 June, 1868). The Syndicate considered the replies received and modified the relevant rules to the effect that "any person, wherever he should have been educated, might be admitted in December to the Entrance Examination, provided he would be above the age of sixteen years on the 1st of March following (24 November, 1869)". Ten years later, in 1879, on the proposal of T.E. Charles, it was decided that in the list of successful Entrance candidates published by the University, the age of each candidate would be stated opposite his name, and that in the certificate granted to them the same age would be inserted after his name.

At its meeting on 21 July, 1866, the Senate resolved that the names of successful candidates at the examinations for Entrance, First Arts and B.A. should be arranged in three classes instead of two as heretofore.

On 26 January, 1867, the Syndicate expressed the desirability of taking steps to secure the adoption of a uniform system of spelling of Indian proper names in the Roman character, and requested the Faculty of Arts to consider and report on the subject. The Faculty in their turn appointed a subcommittee for the purpose.

The Governor-General-in-Council approved of the following changes in the regulations which were passed by the Senate on 29 June, 1867:

“(a) The first alteration was in the form of a certificate which undergraduates, applying for admission to the First Examination in Arts and the B.A. Examination, were required to produce.

(b) The second alteration was of the same nature but in respect of private candidates.

(c) The third was the levying of a fee of Rs. 50 only by candidates appearing at the B.A. Honours Examination in Arts, which had hitherto been free.”

The Premchand Roychand Studentship Examination was held for the first time in 1867, and Asutosh Mookerjee (Presidency College) who had secured 1615 marks in three subjects out of a maximum of 3,000, was awarded the studentship. Three other candidates who sat for the examination were Ramlal Banerjee and Gooroodas Banerjee from the Presidency College² and Kalichurn Banurji from the Free Church Institution.

Towards the end of 1867, on 29 November, George Smith addressed a letter to the University, stating that

“the time had come for the Indian University system to assimilate to itself and so to elevate and impregnate with the results of Western thought, the purely Oriental learning and vernacular education of India. The present system based exclusively on the constitution and practice of the University of London, ignored almost all that was not English in form and substance.”

This, Smith argued, “was not good, since it failed to reach the learned class of Pundits and Maulavis whom, for social and political reasons, it was so desirable to influence, and it had not the remotest effect on the progress of vernacular education”. He, therefore, suggested that the University of Calcutta should be empowered to affiliate colleges in which “pure science, true history and true metaphysics” would be taught only through the oriental languages. He proposed further that the University should be permitted to grant degrees such as Doctor of Sanskrit and Master of Arabic “for purely oriental attainments, of an honorary character, to distinguish oriental scholars, and after examination to others”.

¹ He was not the same person as Vice-Chancellor Asutosh Mookerjee

² Subsequently Judge, High Court, Calcutta and the first Indian Vice-Chancellor of Calcutta University.

It is a significant commentary on the times that the Syndicate thought it advisable not to accept the suggestions of Smith.

Almost simultaneously the Secretary to the Government of India addressed a communication on 29 November, 1867, to Raja Joykissen Dey, Secretary to the British Indian Association, a copy of which was also forwarded to the Registrar of the University. This letter suggested "more extensive employment of the vernacular languages of India as the medium of conveying to the natives of the country, a higher order of education than had hitherto been imparted to them".

But this suggestion too does not seem to have had any immediate effect.

The course of studies in Law for the degree of B.L. was substantially revised by the Senate, on the recommendation of the Faculty of Law, towards the end of the year 1870 (November 26). Every candidate was now required to be examined in (a) Principles of Jurisprudence; (b) Law of Property; (c) Law relating to persons in their private and public capacities; (d) History and Constitution of the Courts of Law; (e) Land Tenure of Bengal and Revenue Laws; (f) Law of Registration and Mortgage; (g) Hindu and Mohammedan Law; (h) Law of Contracts and Torts; (i) Principles of Judicial Inquiry and Rules of Evidence; (j) Criminal Law and Criminal and Civil Procedure.

1871-75

The Governor-General-in-Council approved the resolution adopted by the Senate that

"as a part of the Entrance Examination in Oriental Languages, the examiners shall set a paper containing passages in English to be translated into one of the vernaculars of India at the option of the candidates, the passages being taken from a newspaper or other current literature of the day".

Persian was added to the list of second languages which candidates could take up at the First Arts and B.A. Examinations.

It was also decided (3 April, 1872) to introduce the study of Natural and Physical Science at schools and colleges, and regulations were framed for the purpose.

The officiating Director of Public Instruction of North-

Western Provinces addressed a communication (14 July, 1871) to the University, suggesting introduction of a Middle Class Examination and establishment of two standards of examinations, the Lower and the Higher. Not long after the Syndicate announced the completion of a "scheme for establishing an examination in vernacular on the plan of the Middle Class Examinations conducted by British Universities". Towards the end of the year, on 29 December, the Senate resolved:

"That for the better encouragement of vernacular education and literature an examination in vernacular be instituted by the University, on the plan of the Middle Class examinations conducted by British Universities and that regulations for the conduct of this examination as adopted by the Syndicate be approved."

It was decided that the First Vernacular Examination would be held in November, 1873, but on 28 June, 1873, the Syndicate decided to postpone the examination for another year. In the meanwhile, the Registrar and the officiating Undersecretary to the Government of Bengal entered into a correspondence regarding the rules for conducting the Middle Class Examination in the vernacular at the University of Calcutta, and their promulgation in the vernacular schools in the Lower Provinces.

Simultaneously almost, a very interesting correspondence was being pursued between the Lieutenant-Governor of Bengal and the Vice-Chancellor of Calcutta University on the subject of introduction of Hindustani and Urdu languages in the schools and the controversy that centred round the subject. The Lieutenant-Governor did not think that the plan of the University in conducting examinations in vernacular as proposed, would succeed unless it was carried out in concert with each of the local governments concerned, and unless the University confined itself to examining in the subjects taught in the schools without attempting to lay down and limit the subjects to be taught.

The Government of Bengal did not ultimately agree with the University on the point. The matter was, therefore, referred to the Government of India. On a reply being received from the Governor-General-in-Council about the controversy, the Syndicate resolved that "to remove all chance of the intention of the University being misapprehended, and all fear of the

use of the term Urdu giving an opening for the substitution of a pedantic style for that which it is intended to encourage, the Vice-Chancellor and Syndicate notify that the examination in Urdu will be held in the language in common use in the country".

The Senate at its meeting on 29 December, 1871, took the very important decision of holding an annual Convocation for conferring degrees upon graduates of the North-Western Provinces, the Punjab, Oudh and the Central Provinces which were all, at this time under the jurisdiction of the University of Calcutta.

During the academic year 1872-73, a few other important steps were taken towards improving the courses of study and examinations.

The Faculty of Medicine recommended and the Syndicate was favourably of the opinion that the First Examination in Arts should be substituted for the Entrance Examination, as a qualification for admission to the first L.M.S. Examination, and that this part of the recommendation being made effective, every candidate for the second M.B. Examination, should, in addition to the present subjects, be examined in one of the following subjects to be selected by himself: Chemistry, Botany, Comparative Anatomy and Zoology, and Philosophy (including Comparative Anatomy).

The Syndicate concurred with the Senior Board of Examination in Arts in thinking it of the highest importance, "to the extension of Physical Science teaching in India, that text-books in such subjects as Zoology, Geology and Physical Geography, should be prepared, drawing their illustrations from objects familiar to Indian students".

A proposal emanating for changes in the Entrance Examination syllabus and inserting (a) History and Geography in place of History and (b) Geometry and Mensuration in place of Geometry, was approved by the Syndicate and circulated to the Heads of affiliated institutions for opinion.

Regulations for the First Examination in Arts and the B.A. degree were amended, and were ordered to take effect from December, 1872 and January, 1875 respectively. Certain changes in the regulations for Honours in Law were also taken up in hand.

The University decided to hold in January, 1874, the first examination in the new Science course (known as B Course) for

the degree of B.A. and proceeded to determine the details of the papers on which candidates were required to be examined. Acting on the recommendation of a committee the Syndicate decided that four papers should be set in the part of B Course that was not common to the course and that 75 marks should be assigned to each of these four papers, so as to make these equivalent to the corresponding six A (*i.e.* Literature) Course papers which carried 50 marks each. The four papers would be devoted, one to Chemistry, one to Physical Geography and two to the optional subjects in Physical Science. The pass marks would be 25 in Chemistry, 25 in Physical Geography, and 50 in the optional subjects.

On a representation from William Muir to the Government of India, Persian was eventually added to the list of Honours in Arts.

1875-1882

On the question of raising the aggregate pass marks at the B.A. Examination, the Syndicate ordered that the maximum marks required for passing in any division, be fixed as under the A and B Course examinations alike:

180 marks out of 500 passing in the 3rd Division									
230	"	"	"	"	"	"	"	2nd	"
280	"	"	"	"	"	"	"	1st	"

With regard to the M.A. Examination it was decided that any Master of Arts might, on payment of a fee of Rupees fifty be admitted to the M.A. Examination in any branch other than that in which he was previously examined and might, if his attainments come up to the standard prescribed for the M.A. degree, be granted a certificate to that effect.

There were also some changes in the regulations for the First Medical Examination, allowing meritorious students of any Vernacular School of Medicine to appear at the said examination on certain conditions.

But the most important changes were effected in the regulations for the F.A., B.A., Honours in Arts, and M.A. Examinations, changes which were to take effect from January, 1885. The F.A. Examination was decided to be held in Calcutta and in such other places as the Syndicate might appoint from time to time. The fee was fixed at Rupees twenty and candidates were

required to be examined in the following subjects: English—2 papers ; Vernacular—2 papers ; Mathematics—2 papers ; Elementary Physics—2 papers ; History—1 paper ; Logic—1 paper. The examination for the degree of Bachelor of Arts was decided to be held annually in Calcutta and Agra. Any candidate might be examined for Honours in any branch, but he was required to take up instead of the Pass subject the corresponding Honours subject. A candidate who obtained Honours in any branch was to be considered to have passed in that branch. Examination fee was fixed at Rupees thirty, and it was decided to publish a list of the candidates who had passed, arranged in alphabetical order, together with a list of those who had obtained Honours in each branch, arranged in two divisions, both in order of merit. The examination for the degree of Master of Arts was decided to be held in Calcutta alone. The fee was fixed at Rupees fifty, and candidates might be examined in any one branch or branches which were as follows: Language, History, Mental and Moral Philosophy, Mathematics, Natural and Physical Science. The list of successful candidates was decided to be published in three classes, each in order of merit.

On the recommendation of the Lieutenant-Governor of Bengal to divide the course of studies in Engineering, for Civil and Mechanical Engineers respectively, and to extend the course in each from three to four years, certain important changes in the regulations in Engineering were sanctioned by the Senate and approved by the Governor-General-in-Council. The first examination in Engineering was decided to be held annually in Calcutta, and the examination fee was fixed at Rupees twenty. Every candidate was required to be examined in the following subjects: Mathematics, Natural Science, Engineering Construction, Geodesy and Drawing. Any undergraduate of the University might be admitted to appear at this examination provided he had prosecuted a regular course of study in a school of engineering affiliated to the University for two and a half years after passing the Entrance Examination. The rules for License in Civil Engineering and Bachelor of Civil Engineering were also considerably changed. These new rules were to take effect from August, 1883.

Under instruction from the Syndicate a set of rules was drafted for better conduction of University examinations, based

on the opinions of the heads of affiliated institutions. The rules were approved and adopted by the Syndicate during the academic years 1879-80.

The rate of fees as it stood at the close of the period under review, for the different examinations of the University was as follows :

Entrance Examination	...	...	Rs. 10
First Examination in Arts	...	...	Rs. 20
First Examination in Engineering	...	...	Rs. 20
Licentiate Examination in Civil Engineering	...	...	Rs. 25
Bachelor Examination in Civil Engineering	...	...	Rs. 30
Master Examination in Civil Engineering	...	...	Rs. 100
First Licentiate Examination in Medicine and Surgery	...	...	Rs. 5
Second Licentiate Examination in Medicine and Surgery	...	...	Rs. 20
Bachelor Examination in Medicine & Surgery, First	...	...	Rs. 10
Bachelor Examination in Medicine & Surgery, Second	...	...	Rs. 20
Doctor Examination in Medicine & Surgery	...	...	Rs. 100
Licentiate Examination in Law	...	...	Rs. 25
Bachelor Examination in Law	...	...	Rs. 30
Doctor Examination in Law	...	...	Rs. 100
Bachelor Examination in Arts	...	...	Rs. 30
Master Examination in Arts	...	...	Rs. 50

Even from the above summary of the main facts relating to courses of study and corresponding examinations and degrees, it will be clear that while on the one hand, the study of English was gaining more and more in importance, the demand for more and more place for Indian vernaculars in the courses of study in the Faculty of Arts, was also making itself felt, slowly but steadily, on the other.

Secondly, for a very long time indeed, there was no independent Faculty of Science, but certain important subjects which to-day now go under Science, had been incorporated in the courses of study and examinations in Arts from the very beginning, and as years rolled on, frequent changes in the regulations recognised the increasing importance of Mathematics, of Physical and Biological Sciences. Indeed, throughout the period under review, there was an increasing demand for inclusion of more and more of these subjects even from the Entrance stage right up to the B.A. and M.A. Examinations, to the extent that towards the end of the period under review, the B.A. course had to be

divided into two, one devoted to the study of the Humanities and another to that of the Sciences. The First Examination in Arts and the examination for the degree of Master of Arts did not achieve any such division during the period, but they too had to yield half the place to the Sciences, and thus pave the way for the bifurcation of general education at the collegiate and the university stages, that was to take place a few years later, into two main channels, one dealing with the Humanities and the other with the Sciences.

Thirdly, Law was given as much importance as Medicine and Engineering, a fact which can be understood better against the social pattern and ideology of the times. Those were the decades of Victorian stability, security and quietude, and India under the British Crown came to share in this total social and political milieu, at any rate, her upper and middle classes whose vested interests lay in the new socio-political pattern. Law and Order, and respect for them tend to thrive against such a background; the profession of Law too gains added importance. Indeed Law, along with Medicine came to be recognised as the two most leading professions in India, materially gainful and socially respectable, in the later decades of the nineteenth and the first few decades of the twentieth century. Engineering was late in achieving the position of a near third. This relative position of the professions is reflected somewhat indirectly in the story of the evolution of the courses of study under the Faculties of Law, Medicine and Engineering of the University of Calcutta during the first twenty-five years of its existence. There is nothing to be surprised at the fact that Engineering too was gradually coming to the fore. With increasing political and social security and stability, building activities and development of modern communications came to play an increasingly bigger role in buttressing the security and stability gained, indeed in gaining and fostering them every day. Thus a day soon came when it was no longer Civil Engineering alone in which studies were sought to be provided for and encouraged. Even before the close of the period under review there grew up a demand for provision for the teaching of Mechanical Engineering as well, and the demand had to be partially recognised.

Fourthly, there is an unmistakable evidence of increasing attention being paid to the expansion of the various courses of

study and raising the standard of examinations from time to time, not only in general education under the Faculty of Arts but in the three other professional Faculties as well. During the period under review several instances are on record that the courses of study and the degrees of Calcutta University were recognised and given adequate value by such universities of the United Kingdom as Oxford, London and Edinburgh. When the University was only ten years old, no less a person than Henry Maine, the then Vice-Chancellor, said a few very pertinent words in this connection :

“I am sorry I have to repeat the thing so many times, but it is not true that the knowledge which is diffused under the influence of this University is slight or superficial. . . We are entitled to be judged by the performances of those who aim at our highest distinctions, and of those performances it is no exaggeration, but simple truth to say they are rapidly approaching the highest European standards. I will give you some examples. . .”

And Maine proceeds to detail in significant words and phrases how a Calcutta University examiner in B.A., himself a Senior Wrangler of Cambridge, told him that “our first Bachelor of Arts . . . would, if he had continued his course of studies a little longer, have come very close to the level of the Senior Wrangler” himself ; how another examiner, similarly qualified, told Maine that “there is one of our new Master of Arts whose performances would do credit to the flower of the Oxford Schools”, and how several judges of the two High Courts of India had told him that they were getting to be exceedingly embarrassed by the superiority of the younger Indian judges.

Two other examples may be cited in this connection, more for their local interest than for any intrinsic merit of the cases. One refers to the late Mahendralal Sircar, one of the leading physicians that Bengal has known ever since and who bequeathed all his savings for the establishment of the Society for the Cultivation of Science in the heart of the city of Calcutta, and another to Nilratan Sircar, a most eminent physician, who for a greater part of his life, came to be intimately connected with the affairs of the University of Calcutta and became one of its Vice-Chancellors.

Mahendralal Sircar, a senior University medical scholar of 1861 and formerly a senior scholarship holder of Presidency

College, applied to the University (25 August, 1862), praying that his Senior Scholarship Certificate may be treated in place of the B.A. diploma as a qualification enabling him to proceed to the examination for the degree of Doctor of Medicine. The Syndicate, in consideration of the very special circumstances of this case "which appeared to be altogether an exceptional one that could not occur again" extended permission to the candidate (18 February, 1863). But Nilratan Sircar was less fortunate. He entered the Campbell Medical School in June, 1877, and applied to be admitted to the First Licentiate Medical Examination, supporting his application with a certificate of his passing the Entrance Examination. The Syndicate did not make any relaxation in the regulations which required candidates for the First Licentiate Medical Examination to have passed the First Examination in Arts.

One or two items of interest, not connected with the topic under discussion, may be cited here.

The Syndicate made a couple of attempts to evolve a system of romanising oriental words and proper names. The sub-committee appointed by the Faculty of Arts for the purpose, submitted a report which was given partial effect to in adopting a uniform system for the spelling of Indian proper names in the records of the University.

At the initial stages, the University had established the practice of making selections in English for the Entrance Examination English course, and publishing them two years before the examination. In 1872, the Syndicate decided to discontinue this practice and the Registrar was asked to take steps to make this decision known to all schools and colleges.

Norman Chevers, a member of the Senate, took exception (letter dated 22 March, 1861, to the Undersecretary to the Government of India, Home Department) to his name appearing below two Barrister members who had been appointed Fellows of the University on the same date as Chevers, and claimed precedence on the ground that he was a Doctor of Medicine who ranked in England above Barristers-at-Law. The Government of India informed him that they were unable to recognise this claim.

Towards the beginning of the year 1878-79, the Syndicate recommended the inclusion of the name of Mahendralal Sircar

in the list of members of the Faculty of Medicine. The Faculty raised objections to this recommendation, a reply to which was given by Mahendralal. The matter being placed before the Senate, the latter deferred the reconsideration of his appointment to the Faculty of Medicine, and requested them to reconsider their decision in view of Mahendralal's letter to the Registrar. But the Faculty adhered to their original resolution and expressed the view that they were unable to associate themselves with a member who professed Homeopathy. A copy of the proceedings of the meeting of the Faculty was then forwarded to Mahendralal whose reply to the Registrar was eventually placed before the Senate along with the proceedings of the Faculty of Medicine. On an amendment moved by Rajendra-lal Mitra it was resolved by the Senate that after consideration of the letter addressed by Mahendralal to the Registrar and of the proceedings of the Faculty of Medicine, both the letter and the proceedings be recorded.

It may be of some interest to readers that even in those spacious days, complaints were heard about educated unemployment, and the blame was usually laid at the door of the University for giving higher education and awarding diplomas and other honours to an increasingly large number of young men and not finding enough or adequate employment for all of them. The Vice-Chancellor of the day, Arthur Wilson, had to condescend, in his Convocation Address of 19 March, 1881, to meet this complaint in so many words. He reminded his audience that the blame could not be laid at the University's door, that educated unemployment "was not the result of your University training, but of very different causes".

FUNCTION OF TEACHING AND CREATION OF PROFESSORSHIPS

In the foregoing chapter, reference has been made to the fact that a strong and influential section of educationists led by Duff was, from the very beginning, opposed to any special privileges extended by Government to and enjoyed by institutions like the Hindu College and other Government institutions. Duff always maintained and upheld the view that all educational institutions should be equalised and state patronage should not be the monopoly of any one or any group. Indeed, now after

about a century, as one reads through his notes, speeches and writings, one feels that he was the first spokesman of the contemporary demand of educationists, at any rate in Bengal, for de-provincialisation or de-governmentisation of education.

Even before Wood's despatch of 1854, while giving his evidence in 1853 before the Select Committee of Enquiry of Parliament, for the renewal of charter to the East India Company, Alexander Duff stated:

"The time has come when more, specially at the Presidency Seats, lectureships, in high professional subjects, such as law, civil engineering, should be established, not as an integral or constituent part of the course of any of the existing Government College, but on such a free and unrestricted footing as to admit of the attendance of qualified students from all other institutions, East Indian, Armenian, Missionary or Native . . . I have for several years past entertained the persuasion that the principle on which the Government at Home has been distributing the educational funds, is the only principle on which the British Government there (that is, in India) could practically interpose for the encouragement and assistance of all parties engaged in the great cause of improved education. Here at Home, the Government does not expend its educational resources on the maintenance of a few monopolist institutions; it strives to stimulate all parties far and wide, who desire to further the cause of improved education by offering proportionate aid to all who show themselves willing to help themselves. Why not bring the principle of the Home Government educational measure to bear on the state of things in India? Instead of exhausting all its educational resources on a few exclusive institutions, why might it not henceforward thus practically address all its Indian subjects . . . without respect of class or race we are desirous of promoting your mental, moral and social improvements."

When, therefore, the Act of Incorporation deprived the University of Calcutta of its legitimate function of teaching and reserved it for the Presidency College alone, Duff could not have possibly felt very happy. Fortunately for him, not long after the inauguration of the University, Duff found himself elected the first President of the Faculty of Arts, and on 28 August, 1858, he brought up before the Syndicate the desirability of establishing University professorships in certain subjects, and the Syndicate requested the Faculty of Arts "to consider and report on what branches of study University

Professorships should be established and to prepare a scheme for the purpose, if determined to be desirable”.

This action of the Syndicate seems to have a direct reference to a proposal made by the Court of Directors (Letter No. 58, 28 April, 1858) for the re-establishment of a professorship in Geology at the Presidency College, to which very strong objections were taken by the Syndicate (31 July, 1858). The severe tone of the remarks of the Syndicate reflects, it may be presumed, the temper of Duff:

“To do so would be giving an undue advantage to the students of the Presidency College over those of the Mofussil colleges and over the students of private institutions whether in or out of Calcutta. The Syndicate have reasons to believe that there exists on the part of students of the latter class, a strong feeling against attendance at the lectures of any Professor who is only a Professor of one particular college. The Institution of University Professorships of this and other like sciences might remove this feeling.”

However, the Faculty of Arts at their meeting on 27 September, 1858,

“thought it inexpedient that the University should, as a University, establish Professorships or Lectureships, but at the same time they represented that there were some few of the subjects fixed for the Degree examination, for acquiring a knowledge of which sufficient facilities did not exist, and that they, therefore, requested the Syndicate to urge on the Government the propriety of making some arrangement which would meet that want”.

Undaunted and not in the least discouraged, Duff raised the question once more, in 1862, in course of his report as President of the Junior Board of Examinations in Arts, urging the University to have a suitable building of its own. Among other things it was observed that in planning the building, provision should be made for “suitable halls in which lectures in some of the higher branches, as were once proposed, might be given to the students of its many affiliated institutions”.

This resulted in the formation of a subcommittee of the Syndicate (31 January, 1862) consisting of Duff and Scott-Smith, the Registrar, to report, among other things, on whether “any and when University Lectureships were required”.

In course of their report, the subcommittee stated very clearly that it was never intended that the University should be solely

an examining body as it had been doing hitherto, and quoted extracts from the Educational Despatch of 1854 pointing out clearly the opinions of the Court of Directors on the subject. They, therefore, suggested amongst others, the creation of professorships in Physical Science, Geology, Natural Philosophy and Law, and "opening the lectures to the students of all the affiliated institutions" which they felt, would be "not only just but politic for the University, the common head of all".

When the matter came up before the Syndicate on 18 February, 1862, the Syndicate decided to refer the whole question to the Senate in view of the previous resolution of the Faculty of Arts on the subject, in 1858, already referred to. The Senate, in their turn, referred the matter back to the Syndicate for obtaining the opinions of the different Faculties. When it came up before the Faculties it was found that there were strong differences of opinion among them as well as among the members regarding the question of establishing professorships under the direct control of the University. After considering the views of the different Faculties the Syndicate thought that in the still imperfectly developed condition of the University it would be too premature to make any such recommendation and further added that it was expedient to recommend that the professors attached to the Government Law School or to the Medical or Engineering colleges should be transformed into University professors, but agreed only to the establishment of lectureships on Natural and Experimental Philosophy.

The views of the Syndicate and the opinions of the different Faculties were fully considered at the meeting of the Senate on 14 June, 1862. The meeting resolved:

"1. That doubts having been expressed regarding the position of the University, as apparently determined by the Act of the Legislature under which the University is constituted, the Senate are of opinion that no present practical result can arise from pressing the consideration of any proposal to establish Professorships under the direction of the University authorities.

"2. At the same time the Senate are of opinion that in the present condition of collegiate education in the Bengal Presidency, the foundation of Lectureships or Professorships in relation with the University, though not under its direction, for the benefit on equal terms, of the students of Calcutta Colleges and Institutions and of individuals, is an object in itself desirable

though it would be premature to discuss the exact system under which such Professorships should be made . . .

"That with a view to taking a first step in the direction thus pointed out, the Senate recommend to the Government to found a Chair of Natural and Experimental Philosophy on the general footing in Resolution 2, leaving it to the Government to determine under what regulations, the instruction to be given by the Professor, may most usefully be carried on."

Next week the resolutions were forwarded to Government for favourable consideration. It was obvious that legal difficulties alone, inherent in the Act of Incorporation itself, stood in the way of the University's full acceptance of the principle involved in the institution of professorships and lectureships under the direct control of the University, and thus take upon itself the moral right of functioning as a teaching body as well. However, the Government chose to give no reply to the request of the Senate, and the matter was allowed to be buried, for the time being.

During the financial year 1868-69, Prosunno Coomar Tagore bequeathed, by his will, to the University a monthly allowance of Rs. 1,000 only, for the purpose of founding a professorship of Law in connection with the University, to be called Tagore Law Professorship and the Syndicate had not only accepted the munificent gift with grateful thanks, but had under their consideration a scheme prepared by the Faculty of Law for giving effect to the wishes of the testator. On 10 July, 1869, the Senate adopted a scheme according to the terms of which the professor was to be appointed for a term of three years and at the expiration of the term, was eligible for re-appointment. At the same meeting Herbert Cowell was elected as the first Tagore Law Professor, and arrangements were made for the delivery of the lectures at the Presidency College. The first lecture was delivered on 12 March, 1870.

Thus was recognised, though indirectly, the University's right to institute professorships and lectureships and organize actual teaching.

What the Chancellor Lord Northbrook said went only to confirm this recognition in clear and unambiguous terms. The Chancellor said:

" . . . it seems to me that the principle of this question (that of the University functioning as a teaching body as well), which

has been discussed by the University now for a considerable number of years, the first notice of it being so far back in the year 1858, has already been decided in consequence of a munificent bequest by a distinguished native gentleman of this country, Raja Prosunno Coomar Tagore (one of the first six Indians who were nominated as Foundation Fellows of the Senate of the University) from which has risen the establishment and endowment of the Tagore Professorship of Law. Therefore, as regards the principle, we have in existence a Professorship connected with the University. And it appears to me that the view taken by the Senate of the University in the year 1861 was a sound one, namely that there could be no more judicious, more liberal or more patriotic manner of devoting the funds of those who are able to contribute to the support of education in India, than the endowment of certain Professorships for example, of Comparative Philology, of higher branches of Grammar, and of some branches of Physical Science, such for example as were suggested by the University at that time. The difficulty raised then was, whether the actual words of the Act of Legislature justified the University in having any control over Professorships. That, I think, has now been settled . . . by the fact that the Tagore Professorship is at the present time under the control and management of the Senate of this University . . . There can be no doubt, that the establishment of Professorships would have the effect of dissociating Government, as Government, from high English education in Calcutta more than is at present the case, because, by the establishment of Professorships, youngmen from all Colleges would be enabled to attend, and would have the advantage of the best Professors who could be obtained in this country, and thus the maintenance of a portion, at any rate, of the able staff of Professors now employed in the Presidency College would become unnecessary."

Once the ball was set rolling, the matter was referred to again and again, and an atmosphere of opinion was allowed to grow in favour of the University taking up actual teaching as one of its main functions. In his Convocation Address on 13 March 1875, Vice-Chancellor Bailey remarked that "time had arrived when the University itself might very properly, within its means, assume to some extent, actual teaching of the highest character", and drew pointed attention to the relevant recommendations of the educational despatch of 1854. Two years later, on 10 March, 1877, the then Chancellor, Lord Lytton, hoped very fervently that the University of Calcutta would one day find itself "not merely, as it is now, an examining body, but also, to some extent

at least, a teaching body, and perhaps, what is highest of all, even a learning body", since in his opinion, the "highest function of a University had, perhaps, no direct connection with instruction, . . . but was rather that of a great national reservoir for thoroughly original research, a provision for the extension rather than the diffusion of knowledge . . . "

Thus was a point gained and the difficulty created by the Act of Incorporation circumvented. That the University could be a teaching body in addition to its being an examining body, was at last recognised. No more professorships or lectureships are on record to have been created during the period under review, but the path was now made clear for the authorities of the University to take whatever steps they chose to in that direction, and to make whatever arrangements they wanted to in order to impart higher education to those who came up for it, and to organise research. Unfortunately, nothing of importance seems to have been done for some years. It was not before 1917 when all post-graduate teaching in Calcutta was centralised under the direct and immediate control of the University itself.

LIBRARY

Since at its inception and for about another fifteen years thereafter the University had no local habitation of its own, no effective steps could be taken to establish and rear up a University Library. Indeed the early sponsors and promoters do not seem to have thought about having a library of their own. When, therefore, the temporary President of the Building Committee of the Presidency College wanted to know the requirements of accommodation of the University, the Provisional Committee of the Senate did not include in their requisition any accommodation for the library.

But five years and five months later, when on 5 June, 1862, the Syndicate decided that a separate building for the University was urgently required, they included in the list of their requirements, "a University Library of suitable dimensions and a Reading or Consulting Room" and in order of priority gave it the second place of importance.

Nothing effective, however, appears to have been done before 1869-70 when Joykissen Mookerjee made a donation to the Uni-

versity of a sum of Rs. 5,000 "for the purpose of forming a library in connection with the University". The Syndicate of the University accepted the gift with thanks. But the University had yet no building of its own and the amount had, therefore, to lie in investment.

Soon after the University had come into the possession of and settled down in its own habitat, an addition of Rs. 3,500 from the surplus receipt of the University for the year 1873-74, was made to the Library Fund the nucleus of which had already been formed by the donation of Joykissen Mookerjee of Uttarpara. The Syndicate considered that the amount now available was sufficient for taking steps towards the building up of a University Library, and accordingly appointed a committee to draw up a list of books "of a suitable character" for the library. The committee recommended that the University Library should, as far as possible, be made supplementary to other libraries now existing in Calcutta. Almost simultaneously the University Library came to be added by the Council of the Asiatic Society, to the list of institutions entitled to receive copies of Journals and Proceedings of the Society, and also received a complete set of oriental books published by them.

One year later, a set of regulations for the management of the library was drawn up by the library committee, and eventually approved and circulated by the Syndicate, along with the catalogue, to the Fellows of the University. From the closing balance of the financial year 1875-76, an addition of Rs. 1,500 was made to the Library Fund. A valuable collection of the publications of the Early English Text Society was also received as gift during this year.

Thus was laid the foundation of the Library which has to-day grown into what may be called the University Library system consisting of a Central Library and more than a dozen departmental and seminar libraries. But during the period under review it did not grow beyond a small but valuable collection of a few thousands of volumes of books and periodicals acquired by purchase or as gifts from private individuals. The collection had already come to consist of "besides English works of reference and the chief authorities of Indian antiquities, fairly complete sets of the Sanskrit, Arabic, Latin, French and German classics".

ENDOWMENTS

The first exhortation to enlist private benefactions, seems to have been made by Vice-Chancellor Erskine in his Convocation Address on 16 March, 1863, in connection with the proposed building of the University and the University Library. He hoped fervently that "private liberality would connect itself by free will offerings with the design" of the building, the Library and the Senate Hall. He also pleaded for endowments for the establishment of Common Halls "in which meritorious graduates may be enabled to pursue their studies in a manner and under a discipline befitting a grave place of learning", also of scholarships and studentships to enable worthy students pursue higher courses of learning. On subsequent occasions too, a few Chancellors and Vice-Chancellors, chose to make similar exhortations in course of their annual Convocation Addresses, particularly in connection with the question of establishment of University professorships and lectureships.

Within two years of the appeal made by Vice-Chancellor Erskine, the University received a most munificent donation of Rupees two lakhs offered by Premchand Roychand, a Parsi millionaire of Bombay. The news of the receipt of this liberal benefaction was communicated by a despatch, of 3 March, 1865, from the Governor-General to the Secretary of State for India. The matter was placed before the Senate more than a year later, on 19 April, 1866, and the first plan for the utilisation of the fund was adopted by the Senate at its meeting dated 21 July, 1866. In the meanwhile the entire amount was invested in five per cent. Government securities. The first plan which has undergone several revisions in course of the last eighty and odd years, envisaged the institution of as many as five studentships to be named after the donor, each of the value of Rs. 2,000 for five years, to be awarded on the results of a special examination held for the purpose, open only to M.A.'s of the University during eight years from the time that he had passed the Entrance Examination. The Senate found it possible to prepare a plan unfettered by any pre-condition since Premchand Roychand, the donor, had been most generous not only in the gift that he made but also in the way he did it. In his letter he said: "It appeared to me most expedient . . . to make my offer as general as possible, unshackled by any

condition . . . Nor should I venture to suggest any restriction . . . further than . . . that the money should be devoted to some *one large object* or to a *portion of some large object* for which it might be itself insufficient."

The Syndicate and the Senate of those days deserve high praise that they did not feel tempted to spend the money in brick and mortar or in any other way than in what they had planned. The Premchand Roychand Studentship is still the most enviable blue riband of the University that a young scholar may aspire to, and the abiding manner in which the proceeds of the munificent bequest was sought to be utilised, is a tribute at once to the donor and the University. Its roll of honour includes names that have adorned the pages of the history of Bengal.

Equally important and as abiding has been another big and generous endowment received during the period under review. As already stated before, Prosunno Coomar Tagore, a Foundation Fellow of the University, bequeathed by his will to the University in 1868 a monthly allowance of Rupees one thousand for the purpose of founding a Professorship in Law in connection with the University to be called the Tagore Law Professorship. According to the terms of the will the Professor "shall read or deliver yearly at some place within the town of Calcutta, one complete course of lectures, without charge to the students and other persons who may attend such lectures". These "lectures were to be printed and not less than 500 copies thereof distributed gratuitously". The first scheme in respect of the professorship was framed by the Faculty of Law, on 13 February, 1869, and was adopted by the Senate at its meeting on 10 July, 1869. The scheme envisaged

(a) "that the Professor to be appointed should deliver in each year a course of lectures on some branch of Hindu Law, Mahomedan or Anglo-Indian Law, the subject or subjects to be selected annually by the Syndicate in consultation with the Faculty of Law and the Professor; (b) that the selection of subjects be made with a view to the ultimate formation of a body of Institutes of Indian Law; and (c) that the Professor be appointed for a term of three years and at the expiration of that term, be eligible for re-appointment".

At the same meeting Herbert Cowell was appointed the first Tagore Law Professor for 1870 and the subject of his lectures was Hindu Law as current in Bengal.

Since that time, the rules governing the appointment of the professor and the delivery of the lectures have undergone several revisions, without any injury however, to the spirit of the original testament, and the Tagore Law Professorship remains as it had always been, a venerable institution that inspires hope and confidence to this day. On its roll will be found names that are known internationally and whose works have enriched the legal library of the world.

Almost right on the heels of the bequest of Premchand Roychand, immediately after the Convocation of 1865, the Maharaja of Vijianagram, offered through the Government of Bengal, to found a scholarship of Rupees fifty per month to be awarded to the first scholar (being a native of India) on the B.A. list for the year in order of merit, on condition of continuing his studies in an affiliated college with a view to attainment of the higher degree of M.A.

Not long after, in the same year, Eshanchandra Bose of Calcutta bequeathed to the University a sum of Rs. 12,000 in Government securities for the purpose of founding a scholarship to be called "Eshan's scholarship to be awarded to the first scholar, being a Hindu, native of India, on the B.A. list in the order of merit, in consideration of his continuing his studies at the Calcutta Presidency College with a view to the attainment of the higher degree of M.A. and to be paid to him upon or in case of his attaining that degree but not otherwise". The Syndicate thankfully accepted the gift, but ruled that the competition for the scholarship should be confined only to candidates who had passed the B.A. Examination with Honours.

At a meeting held on 21 July, 1866, the Senate accepted with thanks a benefaction of Rs. 20,000 in Government securities from the subscribers to the Alexander Duff Memorial Fund, for the establishment of four or more scholarships and prizes, to be called Duff Scholarships and Duff Prizes, and to be awarded on the basis of results of the Intermediate Examination in Arts and/or Science.

On 4 December, 1867, the Honorary Secretary to the Committee appointed for the purpose of commemorating the services of the late William Ritchie, Vice-Chancellor of the University, made over to the University the sum of Rs. 672 establishing an annual prize of books. The amount was invested in

Government securities and the annual proceeds allowed to accumulate till the fund amounted to more than Rs. 1,500. On 11 May, 1889, the Syndicate decided that an annual prize of books to the value of Rupees fifty only be awarded to the candidate who obtains the highest number of marks in the examination for the degree of Bachelor of Law.

In March, 1870, the Committee of the Cobden Club, London, offered an annual silver medal to be awarded to the successful student who in the annual examination for M.A. should obtain the highest number of marks in Political Economy.

At the annual meeting of 1872 the Senate thankfully accepted a benefaction of Rs. 1,740 from the Commission of the Mouat Testimonial Fund, for the purpose of instituting two gold medals to be named Mouat Medals and awarded annually to each Premchand Roychand Student "at the end of the term of his studentship, provided he has carried on research or investigation in accordance with the regulations under which the studentship is awarded".

At the next annual meeting the Senate received another benefaction of Rs. 2,000 from the subscribers to the Radhakanta Memorial Fund, for the award of a gold medal to the best Sanskrit scholar among the successful candidates for the degree of B.A. of each year, the competition to be confined only to candidates who have passed the B.A. degree with Honours in Sanskrit.

In 1877, Harischandra Chaudhuri, a zemindar of Mymensingh, made over to the University a six per cent. Municipal debenture bond of Rs. 2,000 "in order to found a prize to be called the Harischandra Prize, to be awarded to the best student in Mathematics at the B.A. or B.Sc. Honours Examination of the year, being a Hindu native of Bengal, in consideration of his prosecuting his studies in Mathematics with a view to the attainment of the higher degree of M.A. or M.Sc. and to be paid to him upon his attaining the degree in that subject, but not otherwise".

Maharaja Nilmoni Singh Deo Bahadur, zemindar of Pachete, made over to the University, two Government promissory notes of Rs. 1,000 each of the four and a half per cent. loan of 1879, in order to found a prize of Rupees seventy to be called the Pachete Sanskrit Prize, to be awarded to the student who stands

highest in Sanskrit among the successful candidates at the Intermediate Examination in Arts of the year.

About a year before the endowment just referred to, the subscribers to the fund raised to commemorate the services of the late Henry Woodrow, made over to the University Rs. 4,800 in Government promissory notes of four per cent. loan, in order to establish a science scholarship of Rupees fourteen per month tenable for one year, to be awarded to the best student at the B.A. or B.Sc. Examination in Chemistry and Physics in alternate years provided he was a native of Bengal and did not hold any University, Government or private scholarship and pursued his studies in Science under University lecturers or in some well-organized institution for the degree of Master of Arts or Science.

In 1879, the Government of Bengal accepted the offer of Ambikacharan Chaudhuri to invest Rs. 1,200 in four per cent. Government promissory notes on condition that out of the interests of the investments, a medal would be awarded annually to that student of the Sibpur Civil Engineering College who would stand first in Mathematics at the B.E. Examination. The administration of the fund was eventually, in 1890, transferred to Calcutta University.

In 1880, the Committee of the Herschel Testimonials Fund made over to the University a sum of Rs. 1,800 for the institution of a gold medal to be called Herschel Medal and to be presented publicly every year at the Convocation, "to that one of the successful candidates for the degree of Bachelor of Arts or Science who obtains the highest number of marks in the subjects appointed for Honours in Mathematics".

The Committee of the Dwarkanath Memorial Fund, on 9 September, 1882, made over to the University a sum of Rs. 5,500 in four per cent. Government promissory notes, for the founding of a monthly scholarship on the results of the Entrance Examination, to be awarded to the first student of the South Suburban School or Hooghly Collegiate School, as the case might be, in terms of the gift.

It will be clear from the above summary that the University was slowly but steadily creating confidence in the minds of those who cared for higher English education and was attracting private benefactions, big and small, in increasing numbers. During the formative years one thus sees the

beginnings of that flow of private liberality which after the turn of the century, went to make Calcutta University perhaps the most richly endowed University in India. Indeed, during the first quarter of this century, private and public benefactions to the University reached a very high pitch, evidently due to the drive and inspiration of Asutosh Mookerjee, so that more than two thirds of the professorships, lectureships, fellowships, scholarships, medals and prizes that we see current at the University today, and the total amount of which in terms of money would run to more than one crore, were instituted and established during that quarter.

CONVOCATION

The first Convocation for conferring degrees and other honours of the University was held on 11 December, 1858. At a meeting held in 27 November, 1858, the Syndicate considered "the best mode of holding a public day for conferring degrees and honours", and it was resolved that each graduate be presented by an officer appointed by the college to which he belongs; that the Registrar present those graduates for whom no such officer has been appointed and that the form of presentation be as follows:

"Hon'ble Sir and Gentlemen, in the name of . . . College, I present to you (name of the candidate), to be admitted to the degree of . . ."

It was further resolved that the form of admission be as follows:

"In virtue of my authority as Vice-Chancellor of this University, I admit you (name of the candidate) to the degree of . . ."

and "that each graduate having been presented and admitted, enter his name in a book to be kept for the purpose".

Before the Convocation of 1860, the Syndicate decided to effect certain verbal changes in the form of presentation for and admission to the degrees and honours, and it was laid down as follows:

"Mr. Vice-Chancellor, I present to you (name and College) who has been examined and found qualified for the degree of . . . to which I pray, he may be admitted", to which the Vice-Chancellor would reply, "By virtue of the authority vested in me as Vice-Chancellor of the University, I admit you (name) to the degree of . . . and I charge you that ever in your life and conversation, you show yourself worthy of the same."

The above is virtually the form that has come down to this day.

To give the ceremony a formal significance, the Syndicate, in 1861, decided that "members be requested to attend in full dress", which in 1862 was changed to academic costumes, not only for the members of the Senate but for the graduates of the University as well for whom seats were kept reserved.

Until 1861 the Convocation used to be held in connection with the annual meeting of the Senate, but in 1862 the Vice-Chancellor and Syndicate approved of the suggestion "that the Annual Meeting of the Senate should be held sometime between the fourth Saturday of February and the third Saturday of April, and that thereafter a special meeting of the Senate should be summoned for the award of Degrees and Honours".

At their meeting on 13 April, 1861, the Syndicate decided further "that to mark more strongly the distinction between Diplomas and Licences (in Medicine and Law, for example) for the several degrees, the latter (that is, Licences) be given at an ordinary meeting of the Syndicate and the former, as heretofore, at a public meeting of the Senate".

No other change was effected during the period under review.

ACADEMIC COSTUME

A few months before the first Convocation, an enquiry was made by the Director of Public Instruction, Bombay, regarding arrangements made for academic costumes. The Syndicate thereupon requested William Gordon Young and Alexander Duff "to report on the advisability of the introduction of some form of academic costume, and if considered advisable, to determine whether it should be confined to Graduates or given to students generally, and to select a suitable form". On their advice presumably, the Syndicate (25 September, 1858) decided not to adopt any academic costume.

But early in January, 1860, the Universities of Madras and Bombay seem to have made certain enquiries on the subject, and this time the Syndicate appear to have changed its mind. They thought it desirable to have a distinctive costume adopted by the members of this University and entrusted Duff, Scott-Smith and Ramapersad Roy with the work of preparing a scheme

for it for the approval of the Senate. Towards the end of the year the Senate too found themselves of the same view, but left the details of the costume to be determined by the Syndicate.

The report of the subcommittee on the subject was placed before the Syndicate at a meeting on 28 September, 1861, and the following scheme was adopted:

That caps will be of black cloth with black silk tassels.

The colours of the gowns, scarfs and pagree for the different degrees will be as follows: For a Doctor in any Faculty—purple; For a Master in any Faculty—same as the Doctor; For a Bachelor in any Faculty—black; For a Licentiate in any Faculty—maroon.

Chancellor—a gown of rich purple velvet with full open sleeves.

Vice-Chancellor—a gown of the same as the Chancellor's, but of black silk.

Senator—gowns of the same shape as the Vice-Chancellor's, but black silk.

A Doctor in any of the Faculties—a scarf of purple silk, a cloth cap and silk tassel or purple morassa pagree, at the option of the wearer.

A Master in any of the Faculties—scarf of maroon silk, a cloth cap with silk tassel or maroon morassa pagree, at the option of the wearer.

A Bachelor in any of the Faculties—a scarf of blue silk, a black cloth cap with silk tassel or light blue morassa pagree, at the option of the wearer.

A Licentiate in any of the Faculties—a scarf of black silk, black cloth cap without tassel or black morassa pagree, at the option of the wearer.

It was further resolved in this connection that "Principals of affiliated Colleges, who were not members of the Senate, be requested to wear the costume of their own universities while presenting candidates for the degrees".

Five years later, in 1865, the Syndicate appointed a committee to revise the regulations regarding academic costumes, and before the Convocation of 1866, sanctioned the following revised scheme:

1. That the several degrees should be distinguished solely by gowns and hoods.
2. That a college cap or shawl pagree with a black tag be worn in place of the unsightly and unbecoming turban.
3. That graduates should wear a European dress or a white chapkan and white trousers.

4. That scarf should be discontinued.

B.A.—A black silk or stuff gown. The hood should be of black silk or stuff, edged on the inside with a border of dark blue silk.

B.L.—A black silk or stuff gown. The hood should be of black silk or stuff, edged on the inside with a border of green silk.

B.C.E.—A black silk or stuff gown. The hood should be of black silk or stuff, edged on the inside with a border of orange-coloured silk.

For the degree of Doctor or Master in any of the Faculties—A black silk or stuff gown. The hood should be of black silk or stuff, with a lining of silk, corresponding in colour with the inside border of the hood of Bachelor of the Faculty.

All graduates should wear a college cap or shawl pagree with a black taj.

Ten years later, these regulations were revised once more and the following ones were adopted :

Graduates should wear a European dress with the college cap or a white chapkan and trousers with a shawl pagree and black tag. They shall also wear gown and hood for the several degrees as described below :

For the degree of B.A.—A black silk or stuff gown. The hood shall be of black silk or stuff, edged on the inside with a border of dark blue silk.

For degree of B.L.—A black silk or stuff gown. The hood shall be of black silk or stuff, edged on the inside with a border of green silk.

For the degree of B.M.—A black silk or stuff gown. The hood shall be of black silk or stuff, edged on the inside with a border of scarlet silk.

For the degree of B.C.E.—A black silk or stuff gown. The hood shall be of black silk or stuff, edged on the inside with a border of orange coloured silk.

For the degree of Doctor or Master in any of the Faculties—A black silk or stuff gown, with a lining of silk corresponding in colour with the inside border of the hood for Bachelors of the Faculty.

No more revision seems to have been effected during the period under review ; indeed, not until very recent years the robes of the Chancellor and the Vice-Chancellor were given new form and design and option was given to graduates to wear Indian dress instead of European.

HONORARY DEGREES

As early as 1862 the Syndicate, on the suggestion of Reverend George Smith expressed the opinion that "it would be advantageous to the University to possess the power of conferring Honorary Degrees with certain restrictions, on every person in India, who in some definite manner, contributed to the objects for which the University was instituted, but that it would be inexpedient that any such persons should be examined". In the same year the Lord Bishop of Calcutta made a proposal that "the University should confer Honorary Degrees of (i) Doctor of Laws on persons of eminent rank or office or public service and (ii) a lower degree, *e.g.*, that of M.A. on persons resident in India for producing works of literary or scientific merit". The proposal was referred by the Syndicate to the different Faculties for opinion, with the rider that if the opinion of the Faculties be favourable to the proposal, they were requested to indicate generally the conditions under which the power of awarding such exceptional degrees should be exercised.

Since all the Faculties were opposed to the proposal, the Syndicate do not seem to have taken any further action in this regard.

But in his letter of 12 February, 1873, George Smith appears to have re-opened the question once more. The matter was placed before the Syndicate but this time too, it was not considered advisable to take any action in the matter.

Within two years, the authorities of the University came to face a situation that seems to have obliged them to take the matter up, at their own initiative, with the Government of India. The authorities were informed officially by the Government that His Royal Highness Albert Edward, Prince of Wales, would be on a visit to Calcutta during the Christmas season of 1875-76, and we find the Syndicate considering the question of conferring an honorary degree on His Royal Highness, and desiring the Vice-Chancellor to communicate on the subject with the Government of India. The result of this reference was the immediate preparation of the draft of a Bill by the Legislative Department to authorise the University to confer honorary degrees. The Bill having been considered and approved by the Syndicate, was brought before the Legislative Assembly and duly passed into an Act.

This Act (Act XXI of 1875), authorising the University of Calcutta granting honorary degrees, having been passed by the Governor-General-in-Council, the following certificate in conformity with Section I of the Act, was executed or ordered to be placed on record:

"UNIVERSITY OF CALCUTTA

The undersigned certify that in their opinion His Royal Highness Albert Edward, Prince of Wales, by reason of eminent position and attainments, is a fit and proper person to receive the honorary degree of Doctor in Law in this University.

Arthur Hobhouse,
Vice-Chancellor

H. Woodrow
A. G. Macpherson
J. E. J. Nicolls
S. Dyson
S. B. Partridge
C. H. Tawney

Members of the Syndicate

* * * * *

My previous consent is hereby signified.

Northbrook
Chancellor."

At a special Convocation of the Senate summoned for the purpose on 3 January, 1876, the honorary degree of Doctor in Law was conferred upon His Royal Highness the Prince of Wales. Thus was opened the University's Book of Honorary Degrees, which every recipient is required to sign.

A few weeks later the Syndicate determined with the previous consent of the Chancellor, to confer upon Monier Williams, Krishnamohan Banerjee, and Rajendralal Mitra, the degree of Doctor in Law in recognition of their eminent position and attainments. These conferments were made at the annual Convocation of the Senate on 11 March, 1876, when the then Vice-Chancellor, Arthur Hobhouse paid eloquent tributes to the three distinguished gentlemen.

No more conferment of this honour was made during the period under review.

EDUCATION OF WOMEN

Under the Act of Incorporation, none of the three Universities brought into being, had the power to admit any woman to a University examination. On 30 April, 1875, the Registrar of the University of Bombay enquired of the University of Calcutta about the expediency of admitting females to the Indian universities. The Syndicate recorded the letter they had received from Bombay University, but did not express an opinion.

Within a few months Calcutta University had to face a situation in which a woman candidate, Chandramukhi Basu, a pupil of the Native Christian Girls' School at Dehra, applied for admission to the Entrance Examination of the University. What followed may better be described in the words that Vice-Chancellor Hobhouse used in his annual Convocation address on 10 March, 1877:

"Another event has happened which may prove an isolated accident, or may prove the harbinger of an important movement. A young native Christian woman applied to be admitted to our Entrance Examination. Our rules did not contemplate such a thing, and all we could do for her was to put her through the same examination papers as were prepared for the candidates. This was done in order to ascertain whether she really was qualified for the position she aspired to. Well, she has come out from the ordeal triumphantly. We are told that a few, it may be very few, but still a few other girls will present themselves if they are permitted; and we, therefore, stand face to face with the question whether women shall partake of the benefits of a University system."

It is difficult to imagine today how delicate the question was in those days; yet the Vice-Chancellor had the vision and courage to utter the following words of wisdom:

"Many years, or rather many generations, must elapse before such education can become prevalent. It is better that it should be so. We cannot hurry on social and spiritual movements. Such movements, if they are to be really great and enduring, are apt to require centuries for their growth from the first tiny beginnings. In the meantime, though the growth must be spontaneous, we may encourage or discourage the first throbbings of life. I say, let us encourage them; it is all we can do."

And the University decided to do so. The Syndicate resolved that the time had come for taking steps for the admission

of women to the University examination in Arts, and asked the different Faculties to frame necessary regulations, and the Senate upheld this decision.

The Faculty of Arts at its meeting on 12 May, 1877 resolved that the Entrance Examination should be the same for women as for men, that women should be examined in a separate place under the supervision of women and the duty of framing rules for the First Arts and Bachelor of Arts Examinations for women should be taken up by a subcommittee.

Next year, in 1878, the following regulations for the examination of women candidates, passed by the Senate, were approved by the Governor-General-in-Council:

"Female candidates shall be examined in a separate place under the superintendence of ladies.

No female candidate shall be admitted to any examination without presenting a certificate in the form to be prescribed by the Syndicate, signed by a Member of the Senate or the Head of an affiliated institution.

Female candidates shall be allowed to take up the subjects prescribed for the B.A. course with the option of substituting French, German, Italian, or an Indian Vernacular for the Second Language.

Female candidates shall be allowed to substitute Political Economy for the Mathematical subjects in this examination.

The names of successful female candidates shall be submitted to the Senate every year before the Convocation to enable them to be admitted to the Degree of Bachelor of Arts."

In 1879, the Syndicate extended permission to Chandramukhi Basu to appear at the First Arts Examination of 1879 or of any subsequent year.

The year 1882, the year of the Silver Jubilee of the University witnessed for the first time in the history of the University, the graduation of its first two women candidates, Chandramukhi Basu and Kadambini Ganguli, both of whom were allowed to take their degrees at the Convocation of 1883. This is how the then Vice-Chancellor Reynolds described the significant event:

"The most memorable event, however, of the year, the event which will make the Convocation of today a landmark in the educational history of India, is that of which I have now to speak. I refer . . . to the two students of the Bethune Female School as graduates in Arts of this University. One of these has been a pupil of the Bethune School during the whole of her

college course ; the other has studied partly at the Free Church Normal School and partly at the Bethune School. For myself personally connected . . . with the Bethune school . . . it is a subject of peculiar satisfaction that I am privileged to preside to-day at the admission of these ladies to the degrees they have so honourably won. I congratulate them on their success ; I congratulate the University on their incorporation among its graduates ; more than all, I congratulate the women of India, of whom they are the representatives and the pioneers . . . Here, in Bengal, more progress has perhaps been made than in any other parts of the country ; and we have now nearly 50,000 girls attending schools or receiving instruction in *zenanas*, in the Lower Provinces. The exertions of that admirable institution, the Uttarpara Sabha, have largely contributed to the measure of success which has been attained . . .”

The Vice-Chancellor viewed this event as one “which is calculated to give a widespread and powerful impulse to the cause of female education in India”. He dwelt upon the “effect which it may produce in paving the way to a general recognition of the *right of the women* of this country to education, and of the *duty of the men* of this country to provide it for them”.

Three quarters of a century have rolled by since these sentiments were expressed. How prophetic they have been. The University of Calcutta have reasons indeed to congratulate themselves on the role they played in the education and enlightenment of the womanhood of India.

RETROSPECT

Standing on the threshold of a new phase of its career and looking back on the twenty-five years that were left behind, the promoters of the University must have felt a justifiable pride in what they had achieved. After all, the total record of its formative years has indeed been something very exciting, and the feeling that the adventure was well-worth taking must have been widespread among those interested in higher education in India. The University was still an examining body though its right to function as a teaching one, was recognised in principle. As an examining body it laid down nevertheless, the lines upon which the teaching in all higher class schools were to be conducted. In like manner, by the courses laid down for the subsequent examinations and by those examinations themselves, it governed

the course of education in the affiliated colleges, and tested the quality of their teaching.

The examination results of the first twenty-five years may, therefore, be said to furnish the index by which one can judge how far-reaching the influence of the University had been at the close of the year under review. A glance through the relevant records of the University will show how rapid and consistent was the increase in the number of candidates offering themselves for and passing in the different University examinations. Besides, in 1882, there were more than twenty colleges and higher class schools in Bengal alone, all affiliated to the University of Calcutta, and thousands of boys and girls were daily receiving lessons in their respective courses of study.

Since the initiative was taken by the British rulers of India, it is not in the least surprising that the early promoters of the University would by and large come from the British ruling class and that they would provide the ideology and inspiration and work out the pattern the University was to be moulded in. But what indeed deserves notice that from the very beginning there was quite a number of Indians who not only welcomed the new system but worked for its success side by side with their Western colleagues. There was the venerable Iswarchandra Vidyasagar; there was Prosunnocoomar Tagore, the scion of a most cultured and aristocratic family; there was Ramapersad Roy, son of Rammohun Roy; and there was Ramgopal Ghose, a great educationist and member of the Council of Education, all of them as Foundation Fellows of the University. At a later stage, the University drew into its fold of promoters, men like Rajendralal Mitra, Krishnamohan Banerjee, Pearychand Mitra, W. C. Bonnerjee, Mahendralal Sircar and Jatindramohan Tagore, names that inspired hope and confidence and were held in highest esteem in contemporary Bengal. Moreover, in course of the first twenty-five years, there had passed through the portals of the University, figures that were already making their mark in the literary, educational, political and cultural life of Bengal. There was in this category men of such diverse outlook and ideology as Bankimchandra Chatterjee, Hemchandra Bandyopadhyay, Gooroodas Banerjee, Chunderkumar De, Surendranath Banerjee, Anandamohan Bose, Kalichurn Banurji, names that came later on to adorn

the pages of the history of Bengal. No wonder, therefore, that towards the close of the period under review, one Vice-Chancellor, Arthur Wilson, would claim in his Convocation Address (18 March, 1881) that the new and imported "system of education had taken deep root amongst the people of this country, and moulded their minds and thoughts to an extent greater than the most sanguine could have anticipated". And a Chancellor, no less a person than Ripon in his Convocation address on 11 March, 1882, would feel obliged to say, "We may then, I think, say, Gentlemen, that on this occasion, when we commemorate the termination of the 25th year of the life of the University, we are meeting together to celebrate the Silver wedding of Western and Eastern learning"

The establishment of Calcutta University was the logical consummation of the historical process that started from Ram-mohun Roy. Historians of today recognise that this cultural resurgence was the result of intermingling of the West and the East, of a successful "wedding of Western and Eastern learning" as Ripon put it. One must bear in mind in this connection that as early as 1838 there was set up in Calcutta a Society for the Acquisition of General Knowledge, which was followed next year by the establishment of a Mechanical Institute, when there was no mechanical industry in the country at all. Earlier still there was the Academic Association founded by the early Bengali pioneers of Western education and science, and the *Tattvabodhini Sabha* in which Iswarchandra Vidyasagar, Debendranath Tagore and Akshaykumar Datta played very important roles. Between the years 1851 and 1867 there came into being at least as many as five educational and cultural bodies the declared aims and objects of which were the same, namely, the integration and synthesis of Western and Eastern learning. In 1851, at the instance of Mouat, was founded the Bethune Society, "for the consideration and discussion of questions connected with Literature and Science". It is remarkable that the Society reared up a Sociological Section when the study of sociology even in Europe was still in its infancy. Remarkable also is the fact that amongst Indians who played the dominant role together with a number of Englishmen, in the activities of the Society, were men like Iswarchandra Vidyasagar, Krishnamohan Banerjee, Ramgopal Ghose, Radhanath Sikdar,

Pearychurn Sarkar, Pearychand Mitra and Debendranath Tagore. The Bethune Society was followed by the establishment in 1853, of its Bengali counterpart, the *Vidyotsahini Sabha*, founded at the initiative of Kaliprasanna Sinha, assisted by such senior men as Kristodas Pal and junior ones as Krishnakamal Bhattacharyya. This was followed next year by the foundation of the *Suhrit Samiti*, an association for social upliftment, sponsored by such nineteenth century intellectuals as Kisorichand Mitra, Debendranath Tagore, Harischandra Mookerjee, and Akshaykumar Datta. The year of the foundation of Calcutta University saw also the foundation by Krishnamohan Banerjee, of the Family Literary Club, more or less as an intimate offshoot of the Bethune Society. But more significant than even the Bethune Society was the establishment, in 1867, ten years after that of Calcutta University, of the Bengal Social Science Association, at the initiative of Miss Mary Carpenter, the biographer of Rammohun Roy, but with the active assistance of Iswarchandra Vidyasagar, Debendranath Tagore, Pearychand Mitra, Keshubchandra Sen, Manmohan Ghosh and Rajendralal Mitra, Reverend Long, Justice Norman, Justice Phear, Justice Seton-Kerr, E. C. Bailey, W. S. Atkinson and Mackenzie. The object of the Association was "to promote the development of social progress in the Presidency of Bengal, by uniting Europeans and Natives of all classes in the collection, arrangement and classification of facts bearing on the social, intellectual and moral condition of the people".

It will now be realised that the establishment of Calcutta University in 1857 was the inevitable social response to the great urge amongst leading Bengali intellectuals that was making itself felt already from the thirties of the nineteenth century, the urge to come into closer contact with the Western mind, their learning and culture and effect a larger and deeper synthesis. Had not this urge been created by historical forces of the late eighteenth and early nineteenth centuries, Macaulay's words would have fallen on deaf ears and the despatch of 1854 would have remained unwritten. From a sociological perspective, therefore, the University of Calcutta was brought into being to canalize this urge in an academically disciplined manner and give it a broader base. Socially, it was destined to help the growth and expansion of the new middle class, and politically, it came to

supply the increasing demands of an alien government for more and more hands to run the machinery of a ruling system that was daily growing complex and complicated. This might not have been the original intention of the sponsors.

In the early days of the University, Canning expressed himself very clearly, in course of his annual Address to the members of the Senate, that the institution which he expected to come into being, was one which resembled the English Universities like Oxford and Cambridge of his days, and of which he himself was a most brilliant product. He hoped that the time was near "when the nobility and upper classes of India would think that their children had not had the dues of their rank, unless they passed through the course of this University". That this view was a wrong one, became clear in less than ten years of the birth of the University. In his Convocation Address on 17 March, 1866, Maine observes:

"Now there is no doubt that the view involved a mistake. The fact is, that the founders of the University of Calcutta thought to create an *aristocratic* institution ; and in spite of themselves, they have created a *popular* institution. The fact is so ; and we must accept it as a fact, whatever we may think of it. But now, after the fact, now that we are wise by experience, it is not difficult to see that hardly anything else could have occurred".

It is the same dialectical process that resulted in the creation and fostering of a force which was most unintended by the sponsors and promoters of the University. The latter wanted to produce a class of loyal and disciplined citizens and an well-informed, disciplined public opinion that would serve as a buttress to the solid foundation of the British Empire in the east. In less than quarter of a century, even before 1882, the University produced a band of English-educated youngmen in Bengal who started imparting a new meaning and direction to the nascent sense of nationalism that had been making itself felt from the fifties and sixties of the century. The British Indian Association had been founded in 1851 ; the Indigo Movement of 1859-60 was the first symptom of a somewhat militant nationalism. The newspaper *Hindu Patriot*, ably edited by Harischandra Mukherjee, was already a political force to reckon with. The *Hindu Mela*, the first public expression of organised nationalism, came into existence in the sixties of the century.

What have just been referred to are certainly symptoms of a growing feeling of criticism and revolt against political subjection by an alien power, but equally certainly they cannot be and were never interpreted as a revolt against or opposition to the synthesis of Western and Eastern learning and wisdom that had been going on uninterruptedly.

What more proof of the success of the wedding of Western and Eastern learning is called for than the works of Bankimchandra Chatterjee, one of the first two graduates of the University, who had started writing in the sixties and become a powerful creative force in the seventies of the last century? It is very significant, that his well-known novel *Ananda Math* which contains the song *Vande Mataram* that was to become, decades later, a source of inspiration for national movement, was written in 1881 and published in 1882, the year of the Silver Jubilee of the University.

A year later, in 1883, one of the youngest and a most brilliant product of the University, Surendranath Banerjea, was arrested for sedition, perhaps the first graduate to be so persecuted by the British authority in India. Two years later, in 1885, was founded the Indian National Congress and its very first session was presided over by W. C. Bonnerjee, formerly (1851) President of the Faculty of Law of Calcutta University.

By about the close of the period under review, the University had already seen the mature fruits of its labours. It can easily be imagined that many of those who were closely associated with the management of the University did not like the shape of things to come. Yet, in this instance, too, one can say with Henry Maine that "it is not difficult to see that hardly anything else could have occurred".

CHAPTER FOUR

YEARS OF CONSOLIDATION: 1883-1904

JUDGED by the test of physical expansion the history of the University during the first twenty-five years of its existence was a record of really satisfactory progress. As already stated, the University had now a building of its own. The Entrance Examination was no longer held "in tents in the open plain", and the B.A. examinees were no longer disturbed by "the practice of a Musical Company on the upper floor (of the Town Hall) during the greater part of the examination". The Syndicate was no longer compelled to hold its monthly meetings at the private residence of the Vice-Chancellor, nor did the Senate carry on its deliberations in the Civil Engineering College, or in the Town Hall or at the private residence of the Vice-Chancellor. In March, 1873, the Convocation was held in the newly constructed Senate Hall. That "noble Hall . . . a massive structure fronted by a spacious and lofty portico, supported by Ionic columns, beneath which a flight of stone steps leads up to the main building", stood as an appropriate symbol of the University's dignity and majesty for more than eight decades.

TERRITORIAL JURISDICTION

Meanwhile new educational institutions had sprung up all over northern India under the jurisdiction of the University. Whereas in 1853 there were twenty-one arts colleges with 3,246 pupils, in 1882 there were seventy with 7,205 pupils. The number of secondary schools in 1853 was 281, and of their pupils 33,801 ; in 1882 the number of schools had risen to 3,916 and of pupils to 1,19,759. Similar progress was noticeable in the sphere of primary education, with which the University had no direct concern, but which naturally shared the craving for light created by the University. In 1853 there were 2,810 primary schools with 96,923 pupils, whereas in 1882 there were 84,740 primary schools with 21,54,311 pupils.

For an affiliating university such rapid increase in the number of affiliated institutions and examinees creates many

problems. And local demands for separate universities were natural inasmuch as the territorial jurisdiction of Calcutta was much wider than that of the sister universities of Madras and Bombay. To these two factors is to be ascribed the foundation of two new universities, one at Lahore (1882) and the other at Allahabad (1887). Referring to the proposal for the establishment of a separate university for the North-Western Provinces (as Uttar Pradesh was then called) the Vice-Chancellor, C. P. Ilbert, remarked in his Convocation Address for 1885:

"Last summer a letter was laid before the Syndicate in which they were asked whether it was true that an opinion had been held to the effect that the Calcutta University was overburdened with work, and would be relieved by the removal of the schools and colleges in the North-Western Provinces from connection with it; in short, that the Calcutta University authorities would be glad to get rid of those schools and colleges. The Syndicate replied that they were not aware of such an opinion being held, and that they did not think the University would be benefited by the severance suggested . . . The very last thing that we should be disposed to say to our friends in the North-West is that we should be glad to get rid of them . . . But if I were asked whether there might not be room for yet another university in the Presidency of Bengal, and whether the establishment of such a university would really prejudice the interests of our own, I for one should have no hesitation as to the answer which I should make . . . in the vast field of Indian education there is room for an almost unlimited number of workers, and an almost indefinite variety of systems."

Still there was "some fear" that the establishment of two new universities would reduce the number of candidates appearing at the examinations of the University of Calcutta. Addressing the Convocation for 1893 the Vice-Chancellor, Jones Quain Pigot, said:

"We may congratulate ourselves that no such fear need now be felt, and that the demand for education in the country, and for the exercise of those powers of regulating and testing it which are possessed by an institution such as ours, seems destined to increase with every fresh opportunity that is afforded for satisfying it."

And the Vice-Chancellor proceeded to point out that even then the University had quite an extensive sphere of work:

" . . . Candidates and graduates are to be found from Nag-

pore and Jubbulpore, from Rangoon and Moulmein, from Kandi and Colombo, from Amritsar, Lahore and Delhi, from Patiala and Peshawar, Rawalpindi and Indore . . . We may, without exaggeration, affirm that the influence of our University, no doubt as an examining body only, but still in that capacity as a regulating and controlling one, is real and widespread."

INFLUENCE OF THE UNIVERSITY

The Act of Incorporation had made the University a purely examining body and the preamble was so literally and narrowly interpreted that (as Ananda Mohan Bose told the Senate on 29 April, 1893) the Syndicate was unable to add books to the University Library, to establish Fellowships and Scholarships out of the accumulating interest on the reserve fund or to provide for residence of students. That the University could, even under such stringent restrictions on its legitimate activities, exercise a healthy influence on academic life, is clear from the claims put forward by its spokesmen from time to time. Arthur Wilson, Vice-Chancellor, told the Convocation on 19 March, 1881:

"By the course it prescribes for the Entrance Examination, it lays down the lines upon which the teaching in all higher class schools is to be conducted; and by the Examination, it tests the quality of that teaching. In like manner, by the courses laid down for subsequent Examinations, and those for Degrees in Arts, Law, Medicine, and Engineering, and by those Examinations themselves it governs the course of education in the affiliated colleges, and tests the quality of their teachings."

His assessment of the abiding influence of this system went deeper:

"It is hardly denied now, by any, that its system of education has taken deep root amongst the people of this country, and moulded their minds and thoughts to an extent greater than the most sanguine could have anticipated."

Twelve years later another Vice-Chancellor, Jones Quain Pigot, said:

"The kind of education which the University has promoted and controlled, and which not so very long ago had in many eyes an aspect foreign, unreal, and unnatural, has become in a great degree acclimatised, and largely, if not yet generally

accepted . . . We are passing away from that stage of its progress, in this country, at which education was regarded chiefly or solely as a means of securing employment under Government, and derived, from its being regarded in that light, such importance as it had. The education which we encourage and exact has now taken some sort of rank as a thing needed for its own sake, independently of its value as a means of attaining success in the professions or in other walks of life."

In 1890 Gooroodas Banerjee, the first Indian Vice-Chancellor of the University, referred proudly to the achievements of some of his fellow graduates:

" . . . the best living poet of Bengal, and the first and the best Bengali writer of fiction, are both graduates of the Calcutta University and they have enriched the literature of Bengal with all that the gorgeous magnificence of the East and the sombre grandeur of the West could contribute . . . Nor must I omit to mention the labours of another distinguished graduate of this University, the learned and indefatigable Secretary to the Science Association . . . He has attempted to clear up . . . ground sufficient for the cultivation of science by himself and his countrymen, and this he has to some extent succeeded in doing . . . In the abstruse regions of Mathematics, a distinguished young graduate has commenced work, and has already given fair earnest of a promising future."

Even European Vice-Chancellors shared this pride. Referring to the Indian Association for the Cultivation of Science, established by Mahendralal Sarkar "to enable the natives of India to cultivate science in all its departments, with a view to its advancement by original research, and to its varied applications to the arts and comforts of life", Alfred Croft, Vice-Chancellor, told the Convocation on 3 February, 1894:

"In one department of learning it provides a centre, a common ground on which students may meet and find that support and stimulus which association for a common object supplies."

THE HUNTER COMMISSION

The growing importance of Western education in the socio-political life of the country made it necessary for the Government of India to review its progress and to examine its implications. Ripon's Government felt that a broad survey of the entire educational structure in the country was called for. This led to

the appointment of the first Education Commission in the history of modern India.

The Indian Education Commission, appointed by the resolution of the Government of India, dated 3 February, 1882, submitted its report on 14 September, 1883. It was presided over by William Hunter and among its members were Ananda Mohan Bose, A. W. Croft (Director of Public Instruction, Bengal), Bhādeb Mukherjee, Maharaja Jatindramohan Tagore, Kashinath Trimbak Telang and Sayyid Ahmad "who afterwards withdrew and was succeeded by his son, Sayyid Mahmud".

The Government of India recognised the fact that the Educational Despatch of 1854 "furnished a masterly and comprehensive outline" of educational policy. Of the "soundness of that policy" it was "firmly convinced", and it had "no wish to depart from the principles upon which it was based". But the Government of India felt it necessary "to examine into the general results of its operation, and to scrutinise the efficiency of the machinery that had been set on foot for bringing about those ends which the Government from the outset had especially in view". This was the task assigned to the Commission. But University education, "special or technical education, whether medical, legal or engineering", as well as European and Eurasian education, were excluded from the scope of its enquiry. "It will not be necessary", we are told in the resolution mentioned above, "for the Commission to enquire into the general working of the Indian Universities, which are controlled by corporations comprising representatives of all classes interested in collegiate education. Of the results of their operation a fair estimate can always be formed independently of any special enquiry such as is now proposed". The Commission was, therefore, directed to "specially bear in mind the great importance which the Government attached to the subject of primary education". Although the development of elementary education was one of the main objects contemplated by the despatch of 1854, yet the Government of India felt that "owing to a variety of circumstances, more progress has up to the present time been made in high and middle than in primary education". The Government of India was not "disposed in any way to regret this advance": "It would be altogether contrary to its policy to check or hinder in any degree the further progress of high or middle education".

But it was felt that "the different branches of Public Instruction should, if possible, move forward together, and with more equal education throughout the empire, and the means by which this step than hitherto". The principal object of the Commission's enquiry was, therefore, to be "the present state of elementary education throughout the empire, and the means by which this can everywhere be extended and improved".

Apparently there was nothing wrong in this anxiety to provide for balanced progress in the different stages of education, and it was perhaps natural for a Gladstonian Liberal like Ripon to have a soft corner in his heart for elementary education. But the change in official policy was looked upon in certain quarters as an ill-concealed attempt to side-track higher education. This suspicion was voiced clearly in the note of dissent which Kashinath Trimbak Telang appended to the Commission's report. He expressed the hope that in dealing with colleges the local Governments would "not allow themselves to be influenced by the cry that too much is being spent on higher education in India". Then he proceeded:

"With that cry in the form in which it has been raised, I have no sympathy whatever. I unreservedly accept the view that without mass education the country will never be able to enjoy to the full the fruits which it has a right to expect from the higher education. For that purpose, you must bestow brains, as Mill has it, on those who have only hands. And in my judgment the time has now come when with that view mass education must be pushed forward . . . On the other hand, I hold an equally strong opinion that, without the higher education, mass education cannot be of much avail, even if it can be secured. And the argument so often urged, that for the money spent on giving high education to one student, you might give primary education to more than one hundred, is to my mind utterly futile, and unworthy even of a moment's consideration . . . in my opinion the whole religious, social, political, and industrial advance of the country depends on the steady adhesion to that enlightened policy, as regards high education, which has probably been the most generally approved portion of British Indian policy in the past."

The "cry" against expenditure of public money on higher education was not raised for the first time in Ripon's days. Within two years of the foundation of the universities the Secretary of State sent a despatch (1859) which indicated a shift of

emphasis in the educational sphere. It declared, says the Commission, that "if Government should accept the duty of placing elementary education within reach of the general population, those persons or classes who required more than this might, as a general rule, be left to exert themselves to procure it, with or without the assistance of Government". For the time being, however, the Secretary of State did not suggest the withdrawal of Government from any of its own institutions or their transfer to the management of local bodies. On the contrary, he pointed out that one of the objects of the despatch of 1854 was the increase, where necessary, of the number of Government colleges and schools. In a later despatch (14 May, 1862) it was laid down that in regard to the withdrawal of Government from any of its own institutions "attention must necessarily be given to local circumstances". It further said: "Her Majesty's Government are unwilling that a Government school should be given up in any place where the inhabitants show a marked desire that it should be maintained, or where there is a manifest disinclination, on the part of the people, to send their children to the private schools of the neighbourhood". Referring to the proposal of the Government of India "to reduce the Government expenditure on Colleges in Bengal to an equality with the sum total of the endowments and fees of the Colleges" the Secretary of State's despatch of 26 May, 1870, expressed the fear that it would tend "entirely to paralyse the action of high education in Bengal" and that "a large and sudden reduction in the Government grant will tend to the diminution, rather than the augmentation, of private liberality".

Against this background the Hunter Commission carried on its deliberations on this vital issue and the report notes with obvious regret:

"Perhaps none of the many subjects we have discussed is encompassed with greater difficulty or has elicited more various shades of opinion, alike among the witnesses we have examined and within the Commission itself, than that of the withdrawal of Government from the direct support and management of educational institutions, especially those of the higher order."

Many Government officials and non-official witnesses argued strongly against any withdrawal, on the ground that it must practically hand over higher education to missionaries. The

missionaries themselves were generally in favour of the policy of withdrawal, but they said they neither expected nor desired that any power over education given up by Government should pass into their hands. The Commission's point of view was expressed clearly in the following words:

"In a country with such varied needs as India, we should deprecate any measure which would throw excessive influence over higher education into the hands of any single agency, and particularly into the hands of an agency which, however benevolent and earnest, cannot on all points be in sympathy with the mass of the community."

It put on record its "unanimous opinion that withdrawal of direct departmental agency should not take place in favour of missionary bodies, and that departmental institutions of the higher order should not be transferred to missionary management".

The main problem—the policy of withdrawal—was discussed from several important points of view. Financial calculations revealed that approximately Rs. 7,50,000 had to be spent annually on the maintenance of Government colleges. At the then existing rate of aid one-eighth of this amount would educate the same number of students in aided colleges. Secondly, the Commission felt that private effort, if encouraged and developed to the full, was capable of producing results far greater and more satisfactory than any that had hitherto accrued from it. Encouragement to private effort was approved, indeed, demanded by the policy laid down in the despatch of 1854 which looked forward to the time when "many of the existing Government institutions, specially those of the higher order, may be safely closed or transferred to the management of local bodies under the control of, and aided by, the State". The third argument in favour of withdrawal was the urgent need for variety in the type of higher education. "Departmental institutions", says the report, "naturally tend to uniformity, alike in their tone and character and in their course of instruction". Institutions under private management, however, had no necessary tendency towards uniformity; within the limits imposed by the controlling authority of the University they were free to work out their own ideas in their own way. This consideration was particularly important in view of the "deeply seated and widely spread desire

that culture and religion should not be divorced". No provision for religious instruction could be made in Government institutions. "The declared neutrality of the State", says the Commission, "forbids its connecting the institutions directly maintained by it with any one form of faith ; and the other alternative of giving equal facilities in such institutions for the inculcation of all forms of faith involves practical difficulties which we believe to be insuperable". Institutions under private management could provide religious instruction for their pupils and thereby contribute, says the Commission, to "the intellectual development of the Indian community by arousing enquiry on the highest themes of human thought and thus helping to meet what is probably the greatest danger of all higher education in India at present—the too exclusive attention to the mere passing of examinations and to the personal advantages to be derived therefrom".

While the Commission naturally gave due weight to this imposing array of arguments in favour of withdrawal it was fully aware of the danger of a false impression being made on the public. "Hasty or premature withdrawal," says the report, "is certain to leave the impression that Government no longer feels any interest in the spread of liberal education ; and in a country where so much importance is attached to the views and example of Government, the existence of any such impression would be one of the greatest discouragements private effort could possibly receive." It was also feared that it would be difficult to maintain colleges of the highest type by private effort alone. Institutions maintained by the Government were able to draw as teachers, men of the highest academic distinction ; such men could not normally be expected to serve in institutions under private management suffering from lack of resources. Government institutions were still required for keeping up a proper standard of education in its more advanced stages. The report says :

"With regard to Colleges at all events, until those in the hands of private managers have reached greater stability and wider influence than almost any of them as yet enjoy, it would not be safe to trust to them alone for the modes of discipline and intellectual attainment that is indispensable if a high type of liberal culture is to be permanently maintained. It may perhaps be thought possible to trust to competition alone for the maintenance of standard we have in view ; but competition will tend

in some respects towards deterioration as certainly as it will tend in others towards greater excellence. In the present state of feeling the danger is great that the only competition between institutions will lie in a comparison of the number of passed students that each can claim. When passing examinations is the only goal that instructors keep in view, real excellence in education is not only not advanced, but is positively hindered by competition."

From the practical point of view the strongest of all arguments against the immediate carrying out of any extensive measure of withdrawal was the fact, carefully noted by the Commission, that "but few of the leading members of the native community are at present inclined, or consider themselves called on, to co-operate with Government in this matter". The Commission was sanguine that "they will come forward voluntarily and come forward in rapidly increasing numbers, to take the honourable place which the State has reserved to them in establishing the civilisation of their country on a firm and permanent foundation". It was recommended, therefore, that "in order to evoke and stimulate local co-operation in the transfer to private management of Government institutions for collegiate or secondary instruction, aid at specially liberal rates be offered for a term of years, whenever necessary, to any local body willing to undertake the management of any such institution under adequate guarantees of permanence and efficiency". While endorsing the officially favoured policy of withdrawal the Commission repeatedly urged the need for caution and said:

"We hope that the result of thus encouraging rather than forcing the change desired by Government will be that in due time and without the smallest permanent injury to high education, departmental institutions will be mainly transferred to private management; that the function of the State will be largely confined to aid, supervision, and control; and that high education will become more widely extended, more varied in character, and more economical than it is at present."

The Commission divided the existing colleges into three categories:

(1) "Those from which it is premature for Government to consider the propriety of withdrawal, on the ground that they are, and will long continue to be, the institutions on which the higher education of the country mainly depends".

(2) "Those that might be transferred with advantage as a measure promising useful political results, to bodies of native gentlemen, provided the new managers give satisfactory guarantees that the college will be maintained, (i) permanently, (ii) in full efficiency, (iii) in such a way as to make it adequate for all the wants of the locality". In Bengal the Government colleges at Rajshahi and Krishnagar were placed in this category.

(3) "Those which have been shown to be unsuccessful or of which the cost is out of proportion to the utility, and from which Government might advantageously withdraw even with less stringent guarantees for permanent efficiency. Such colleges should be closed if, after due notice, no local body be formed to carry them on with such a grant-in-aid as the rules provide". In Bengal the Government colleges at Berhampore, Midnapore and Chittagong were placed in this category.

The "cautious and well considered" proposals of the Commission were accepted by the Government of India and the local Governments were directed to close down or hand over to "a suitable agency, public or private", control over some of the mofussil colleges. In Bengal the Berhampore College was transferred to a Board of Trustees proposed by Maharani Swarnamayi of Cossimbazar who provided generous financial assistance for proper maintenance of the college, and in the same year (1887) the Midnapore College was transferred to the local municipality.

The retrograde policy of curtailing expenditure on higher education under the plea of devoting the Government's resources to the expansion of elementary education naturally failed to satisfy the intelligentsia. Years before the appointment of the Hunter Commission, Lawrence had expressed his inability to "bear any longer the reproach that almost nothing has been done for the education of the people of Bengal". Such official solicitude for the educational advancement of the people of Bengal alarmed their intellectual leaders. A public meeting was held in the Calcutta Town Hall on 2 July, 1870, under the auspices of the British Indian Association, and a resolution was passed describing "as a national calamity the withdrawal or diminution of assistance now afforded by the State to English schools and Colleges". Such protests had, of course, little effect on official policy. For example, the colleges at Berhampore, Krishnagar and Rajshahi

were reduced to the second grade on the basis of George Campbell's decision that "it would be better to reduce the establishments to the classes necessary for the First Arts Examination rather than to reduce the number of Colleges". The historian of the Hooghly College rightly observes that during the last quarter of the nineteenth century "Governments appear to be too often moved by considerations of gain and loss rather than of public policy; they take the line of least resistance; and the prospect of saving money on education has generally been an almost irresistible lure".

As the Hunter Commission was not directly concerned with the universities its recommendations did not affect their organisation or policy; but its approval of the Government's narrow policy towards expansion of higher education was a threat to the cause which the universities were intended to serve. No examining university can promote higher education except through the agency of properly equipped and efficiently managed affiliated institutions. From this point of view the carefully planned abolition of colleges or their degradation to the second grade was a blow which could not but weaken the universities. Fortunately public opinion did not play a merely negative role in the crisis. It is not without significance that four of the oldest and biggest private colleges in Calcutta came into existence during this period, and that the founders of three of them were among the greatest leaders of Bengal at the time. The Metropolitan Institution, managed by Iswar Chandra Vidyasagar, was affiliated to the First Arts standard in 1872 and became a first grade college in 1879. In his Convocation Address for 1892, Gooroodas Banerjee described the Metropolitan Institution as "the first affiliated private college under native management, which has served as a model for many others that have since come into existence". It came to be known as Vidyasagar College in 1917. Ananda Mohan Bose founded the City College in 1881 and B.A. classes were opened in 1884. The Ripon College (now known as Surendra Nath College) was founded by Surendranath Banerjee in 1884. Girischandra Bose founded the Bangabasi College in 1887. These institutions responded to the growing hunger for higher education in Bengal and marked an indirect protest against the narrow official policy confirmed by the Hunter Commission.

EXAMINATIONS

Despite its growing influence on intellectual and cultural developments the University was—and remained for many years—a purely examining body. As Ripon told the Convocation on 11 March, 1882: "It is in the main an examining body; it is not a place of study, so much as a place where study is tested." Naturally the problems connected with the management of examinations engaged the attention of the University authorities more than anything else.

The high percentage of failure in University examinations confronted Gooroodas Banerjee immediately after his appointment as Vice-Chancellor. In his first Convocation Address (18 January, 1890) he said:

"Until very recently the percentage of failures at our examinations used, roughly speaking, to range between 40 and 60, which very nearly agree with the corresponding limits at the examinations of the London University, which we have adopted as our model . . . In the last year's Arts Examinations, however, the percentage of failures rose above 70 at the Entrance, and it was high at all the Examinations . . . these large percentages of failures indicate an amount of waste of time, energy, and money which the University ought to prevent if possible."

Attempts were made to find out the causes of such regrettable waste, and the conclusions arrived at were neither unexpected nor unusual. As the classes in schools and colleges were usually of an "inconveniently large size", teaching was conducted almost exclusively by lectures and exercises were neglected. Secondly, the courses of study were so elaborate that neither effective teaching nor intelligent appreciation was possible within the limited time at the disposal of teachers and students. Gooroodas Banerjee referred to this complaint in his Convocation Address for 1892:

"Teachers and professors in order to get through the work have, we are told, to skim over the surface, and they cannot find time to impress on their pupils those deeper lessons that underlie all literature and science; while, on the other hand, the majority of students are so completely ground down by the weight of the burden imposed on them, that they find no opportunity of exercising their own powers, and they feel little pleasure in their study."

The third difficulty noted by Gooroodas Banerjee was the nature of University questions. "We have," he said, "sometimes

demanding from our examinees a too minute knowledge of minor details, or knowledge of a sort that is not likely to be necessary or useful anywhere except in the examination hall." Speaking in 1896, Alfred Croft, Vice-Chancellor, referred to various complaints, viz., that "questions have been set outside the prescribed limits of the subject, that undue attention has been paid to the less important parts of the course". And such obscure or difficult questions had to be answered through the medium of a foreign language. As Gooroodas Banerjee said:

"One great reason why our University education fails to awaken much original thinking, is because it is imparted through the medium of a difficult foreign language, the genius of which is so widely different from that of our own. The acquisition of such a language must to a great extent be the work of imitation; and the habit of imitation gradually becomes so deep-rooted as to influence our intellectual operations generally. Again, the costly foreign drapery in which our students have to clothe their thoughts, taxes their limited mental resources to an extent which does not leave enough for the proper feeding and fostering of thought."

Thomas Raleigh, Vice-Chancellor, told the Convocation in 1901:

"In our Indian Colleges there are often obstacles to be overcome before the teacher can bring himself into contact with the minds of his pupils. He expounds, let us say, a scientific doctrine, or a period of history, in English, which very probably is not his mother tongue. He addresses a class drawn from different communities, speaking different languages at home, brought up in different beliefs. Many of them know English only as a book language; they have to follow with close attention the grammatical structure of each sentence. Is it a matter for surprise if they come away without having mastered the facts and principles which the teacher has been labouring to impart?"

This, in addition to "inordinately long examination papers" and "disproportionately difficult questions", made cramming a necessity so far as the average student was concerned.

It was a foreign Vice-Chancellor, Alfred Croft, who for the first time drew the attention of the University to the deplorable socio-economic conditions in which students lived and worked.

- Addressing the Convocation in 1895, he said:

"Many of the students, though still belonging to what may be called the literate classes, are very poor and can barely afford

to purchase the necessary text-books. Books of reference, so indispensable an aid to education, are mostly beyond their means, and can only be consulted in the College libraries, not perhaps at the moment they are wanted, but only when they can be had. Many live amid surroundings of almost squalid poverty, in crowded rooms with bad ventilation and worse light . . . Compare all this with the spacious and comfortable quarters, the abundant facilities for study, the opportunities for exercise and recreation, and, above all, perhaps, the freedom from pecuniary anxiety, which are enjoyed by the majority of Oxford and Cambridge men. The comparison will enable us to understand how much more favourable to study, to health, and to success in the examinations are the conditions of English University life than those which prevail in India; and we shall no longer wonder at the frequent failure of Indian students to pass their examinations."

The removal of these basic difficulties was, of course, beyond the province of the University; it could not give students better equipped schools and colleges, nor could it provide for them more comfortable homes. But it tried to remove some of the technical defects of the system of examination. For example, as early as 1885 the Syndicate decided to appoint one Head Examiner in each subject whose duty "will be to prepare the examination papers, to look over ten per cent. of all the answer papers marked by each of the other Examiners in his subject, to call their attention to any want of uniformity in awarding marks, or to any discrepancy in the work which he may notice, and, in any case he thinks proper, to return the paper to any Examiner". Another innovation was the appointment of moderators (announced by Alfred Croft in his Convocation Address for 1896) "whose duty it will be to see that the questions set by each examiner in his particular subject are not open to any . . . objections".

These were urgently needed steps towards uniformity; but a really effective system of control over education through examinations had its dangers to which Ripon directed the attention of the University in his Convocation Address for 1882. He said:

"Standing at the head of the system of education of this side of India, it (*i.e.*, the University) exercises a great and controlling influence over the teaching of the Colleges and Schools below it . . . Such an influence as this grows with the growth and

popularity of the University, and becomes day by day more and more potent for good or for evil. It might be easily used for the mischievous purpose of reducing all our Colleges and Schools to one single type, and of checking all variety of education and training."

The standard of teaching really depended to a large extent upon the standard of University examinations, and the University was not immune from criticism. Gooroodas Banerjee explained the position in his first Convocation Address (1890):

"Turning now to the question whether our University degrees are any warrant of solid attainments in our graduates, we find great diversity of opinion.* Some say that our standards are sufficiently severe; others maintain quite the contrary view; while there are others again who hold that examinations, whether here or elsewhere, are no test of real merit at all."

He proceeded to make a modest claim on behalf of his University:

"The standards of our examinations, if not exactly equal to those of corresponding examinations in English Universities, are not much inferior to them and the degree of proficiency in the answers, which our University exacts, is higher than that required in most places. While a Senior Wrangler at Cambridge . . . generally obtains not more than half the full number of the marks, our M.A. and B.A. Honours Candidates must obtain 60 per cent. of the marks to be placed in the First Class. It should also be remembered that our graduates have to acquire knowledge through the medium of a difficult foreign language in which itself up to the B.A. Examination they are required to attain a certain amount of proficiency. And if the learning of a difficult language implies mental training of a certain degree, our graduates have invariably the benefit of that training. We have been steadily raising the standards of our examinations, and . . . notwithstanding some difference of views regarding the Entrance Examination, there is an unanimity of opinion that for the higher examinations, this is what ought to be done."

One of his predecessors, Alexander Arbuthnot, felt the necessity of "placing the degree of Bachelor of Arts upon a more satisfactory footing, both as regards its intrinsic value and as regards the estimation in which it is held by the public". He told the Convocation in 1880:

"As a mere pass degree, it may be said to be quite on a level with the pass degrees given annually at the Universities of

Oxford and Cambridge. The standard, indeed, which is attained by the students who pass in the 1st Division, and perhaps also in the 2nd Division, is decidedly higher than that of an Oxford or Cambridge pass ; but . . . it has come to be looked upon by many Englishmen in India—who have been brought into contact with graduates of an inferior type, and who do not always make allowance for the difficulties of an education obtained mainly through the medium of a foreign language—as somewhat of a delusion and a sham.”

The problem of improving the standard of university examinations engaged the attention of the Indian Universities Commission of 1902. “In a rightly governed University”, the Commission reported, “examination is subordinate to teaching ; in India teaching has been made subsidiary to examination”. It proceeded to observe :

“The lectures which the student values most are those which aim only at selecting the points on which examiners are most likely to set questions ; and the books which are most carefully studied are not those prescribed by the University, but abstracts and ‘keys’ which present a bald outline of the original, together with notes on passages or phrases likely to be set. We consider that the use of keys ought in every way to be discouraged by College authorities, and we hope University teachers will not lend themselves to a bad system by composing keys to books included in the University courses.”

The Commission laid down elaborate rules regarding better management of university examinations. On the disputed subject of paper-setting it made a shrewd practical suggestion :

“The character of the papers set should, in many cases, be modified in order to discourage cramming and ensure to students the full benefit of careful study. Easy questions are best suited for this purpose.”

STUDY OF VERNACULAR LANGUAGES

It was the first Indian Vice-Chancellor, Gooroodas Banerjee, who raised for the first time the question of including vernacular languages in the courses of studies. Addressing the Convocation on 24 January, 1891, he said :

“I . . . deem it not merely desirable, but necessary, that we should encourage the study of those Indian vernaculars that have

a literature, by making them compulsory subjects of our examinations in conjunction with their kindred classical languages. The Bengali language has now a rich literature that is well worthy of study and Urdu and Hindi are also progressing fairly in the same direction."

Not mere "patriotic sentiment" but a wider vision inspired his thoughts on this subject. He proceeded:

"I firmly believe that we cannot have any thorough and extensive culture as a nation, unless knowledge is disseminated through our own vernaculars. Consider the lesson that the past teaches. The darkness of the Middle Ages of Europe was not completely dispelled until the light of knowledge shone through the medium of the numerous modern languages. So in India, notwithstanding the benign radiance of knowledge that has shone on the higher levels of our society through one of the clearest media that exist, the dark depths of ignorance all round will never be illumined until the light of knowledge reaches the masses through the medium of their own vernaculars."

Following this broad hint Asutosh Mookerjee brought the matter before the Faculty of Arts in July, 1891. In a letter dated 1 March, 1891, he proposed that Bengali, Hindi and Urdu should be included in the courses for the F.A., B.A. and M.A. Examinations. In the Faculty this proposal was supported, among others, by Bankimchandra Chatterjee and Chandranath Basu. About three years later—on 28 March, 1896—the Faculty, on the motion of Gooroodas Banerjee, referred the matter to a committee. Nothing, however, appears to have been done, and in 1902 the Indian Universities Commission noted with regret that "the study of vernacular languages has received insufficient attention and . . . many graduates have a very inadequate knowledge of their mother-tongue". Among the proposals made by the Commission for encouraging the study of vernacular languages were the following:

1. Vernacular Composition should be made compulsory in every stage of the B.A. course, but the subject need not be taught.
2. Vernacular languages should be introduced in combination with English as a subject for the M.A. Examination.
3. The establishment of Professorships in the vernacular languages is an object to which University funds may properly be devoted.
4. Further encouragement should be given to the study of vernacular languages by the offer of prizes for literary and scientific works."

WOMEN'S EDUCATION

The Hunter Commission noted with regret that "Bengal is still far behind the Western and Southern Presidencies in the proportion of girls at school to its female population". The total number of girls at schools known to the Department of Public Instruction at that time exceeded 41,000, while the female population of Bengal was thirty-five millions. There was, however, a steadily growing public demand for greater facilities for women's education. Of the seventeen memorials received by the Commission from Bengal eight dealt with women's education, and most of them came from East Bengal districts—Barisal, Faridpur, Jessore, Dacca, Vikrampur, Sylhet.

The Bethune School, established in 1849, opened its college department in 1879, in consequence of the success of one of its pupils at the Entrance Examination of the University. In 1882 the college department had six pupils, and the Free Church Female Normal School in Calcutta had three students reading for the F.A. Examination. In 1883 the degree of Bachelor of Arts was conferred, as already noted, on two students of the Bethune College—Kadambini Ganguli and Chandramukhi Basu. In his Convocation Address the Vice-Chancellor H. G. Reynolds, declared that this "landmark in the educational history of India" would be a prelude to a social revolution. Four years later—in 1887—W. W. Hunter, Vice-Chancellor, observed with satisfaction in his Convocation Address:

"This University is doing what it can to help you indirectly, by cordially throwing open its examinations to women. Last year, 23 female students passed the Entrance Examination, or just double those in 1885; four passed the First Arts; and three took the degree of Bachelor of Arts, one of them for the first time with Honours. Women are coming forward to the University in increasing numbers; they are thoroughly in earnest; and as a rule they are well prepared."

Gooroodas Banerjee, who represented all that was best in traditional Hindu culture, warmly congratulated lady graduates in Arts and Medicine in his Convocation Address for 1891 and observed:

"The encouragement of female education by its degrees and other marks of distinction must rank as one of the highest useful functions of this University. No community can be said to be an educated community unless its female members are educated . . ."

HIGHER EDUCATION AND SOCIAL OUTLOOK

The report of the Hunter Commission contains some interesting data regarding the social position of university students in different parts of India. The commission found that "a very considerable majority belong to the middle class" and proceeded to observe:

"Among these, the sons of Government officials, as might be expected, largely preponderate over any other section of the community. The great landed proprietors are scarcely, if at all, represented; trade and commerce contribute something like one in ten . . . in Bengal the incomes of more than half the parents as assessed at sums varying from £20 to £200 a year."

The Commission noted with satisfaction the "honourable success" attained by university students in different branches of Government service and in the Law, but it could not overlook certain "deficiencies" and "positive evils". The report says:

"We cannot affirm that in education has been found a sufficient cure for the comparative absence of lofty motive and of a sense of public duty which for long centuries has been an admitted drawback on so much that is attractive in the character of natives of India. We cannot deny that though the standard of morality is higher than it was, it is still a morality based to a large extent upon considerations of prudent self-interest rather than upon any higher principles of action. Moral strength of purpose under circumstances in which such strength has nothing but itself to rely upon is too often conspicuous for its absence; and great intellectual attainments are by no means always accompanied by great elevation of character."

Whatever the "deficiencies" of university education might be in respect of character-building it was undoubtedly a progressive force so far as social changes were concerned. H. J. Reynolds, Vice-Chancellor, said in his Convocation Address for 1884:

"The graduates and matriculated students of the University are rapidly becoming, at all events in Bengal, a kind of power in the State; they exercise a great and growing influence on the elements of which native society is composed; they are leavening the mass of Hinduism with new theories of religion, politics, and science; they are tending to form a body of public opinion, not only on matters between the people and the Government, but on those far more important questions, to the settlement of which Government can contribute so little, questions which

affect the daily lives, the habits, and the modes of thought of the general community."

Addressing the Convocation in 1889 the Vice-Chancellor, William Comer Patheram, observed that "the tangible results arising from the teaching of the University" were "on the whole insignificant" in social and religious matters ; but "the influence of English education has been strongest in that line of thought which in Europe we should call politics". In his view the members of the University had "very special responsibilities in connection with the formation of public opinion". Seven years earlier—in his Convocation Address for 1882, Ripon had noted the existence of "a substantial public opinion which is evidently growing and strengthening from day to day". It was in partial recognition of the University's role in the formation of public opinion that provision was made, under the Indian Councils Act of 1892, for election of one additional member of the Bengal Legislative Council by the Senate.

EDUCATION AND EMPLOYMENT

Quite early in the history of the University the problem of employment assumed serious importance in the eyes of administrators and students alike. "The Bengali middle class, shut out from industry and trade, had to seek economic salvation in the Government offices, in a few mercantile firms and in the Bar." Such "salvation" was, however, not at all easy to find. "It is melancholy," wrote Richard Temple, "to see men who once appeared to receive Honours in the University Convocation, now applying for some lowly paid appointment, almost begging from office to office, from department to department, or struggling for the practice of a petty practitioner and after all these returning baffled and disappointed to a poverty-stricken home." If this was the condition of "men who once appeared to receive Honours in the University Convocation", the difficulties of men with inferior academic qualifications may be easily imagined. Unfortunately the official reaction to this growing distress was not always based on understanding and sympathy. For example, we read in Lytton's Convocation Address for 1877:

"It seems to be virtually assumed . . . that the be-all and the end-all of an educated middle class is Government employment.

Thus, on the one side, there is the educated Native plaintively telling us that because we have provided him with a University education, and because he has fully and successfully availed himself of that provision, therefore we are bound, at least in his own opinion, to provide him also with an official employment. Virtually he comes to us with his M.A. degree in one hand, and in the other a demand for some post under Government."

And in James Johnston's *Our Educational Policy in India*, published in 1880, we read: "The present system is raising up a number of discontented and disloyal subjects."

For obvious reasons persons at the helm of University affairs could not shut their eyes to these difficulties. C. P. Ilbert's solution was to provide for "Honours men" the "highest position in public and professional life", leaving the ordinary graduate to his fate. He told the Convocation in 1885:

"As collegiate education has become more common, the value of the symbol which denotes it has proportionately fallen. so that here also we have a currency problem to solve. It may be solved on bimetallic principles. We . . . can and should enable our better students to show to what heights they can rise, and thus issue coinage of a higher standard which, under the healthy and natural influence of mutual competition, will adjust itself to the intellectual level of the times."

Speaking as Vice-Chancellor in 1887 W. W. Hunter referred to Dufferin's proposals for a system of technical education and remarked:

"Shortly after the Government issued its resolution on technical education, the head of an Engineering College showed me a letter from a Municipal School-master to the following effect: 'Sir, the Committee of this school desire to introduce technical instruction. They are anxious to obtain from your college a thoroughly qualified young engineer, who will teach the sciences and their practical application. Salary Rs. 40 per mensem. Please supply.' Educated labour is cheap in India. But not even in India can a young man be found, thoroughly qualified to teach the whole circle of the arts and sciences, on Rs. 40 a month."

Lansdowne side-tracked the problem with pious platitudes in his Convocation Address for 1889:

" . . . if our schools and colleges continue to educate the youth of India at the present rate, we are likely to hear even more than we do at present of the complaint that we are turning out every year an increasing number of them, on account of the

small number of openings which the professions afford . . . I should be very sorry to admit that a young man who had received a sound education and taken his degree, had wasted his time because he was unable to find a suitable career in one of the learned professions . . . society in India has more to fear from a general dead level of ignorance and from a dearth of education, than from a slight excess in the supply of higher education, and of highly educated candidates for employment."

Next year Gooroodas Banerjee expressed the hope that this "slight excess" might "force our aspiring young men, disappointed in other quarters, to the more arduous and less remunerative labours in the fields of literature and science". But he recognised the importance and necessity of technical education. "If," he said, "Government or enlightened private liberality should establish suitable institutions for imparting technical education, the University should feel no hesitation in encouraging it by introducing an alternative practical Entrance Examination . . . or by conferring marks of distinction on deserving persons educated in such institutions. . . ."

As nothing was done to bring about an adjustment between higher education and employment the problem became more intense and complicated as years rolled on. Meanwhile the official attitude became stiff, if not actually contemptuous. While moving the introduction of the Indian Universities Bill in the Imperial Legislative Council (4 November, 1903) Raleigh, who was Vice-Chancellor at the time, referred to "the discontented B.A., who has carried away from his college a scant modicum of learning and an entirely exaggerated estimate of his own capacities, and the great army of failed candidates who beset all the avenues to subordinate employment". Gopal Krishna Gokhale gave a crushing reply. Why, he asked, should "the great army of failed candidates" be regarded as a curse by the Government of India? "These men", he said, "do no harm to any one by the mere fact that they seek to enter the service of Government." And so far as "the discontented B.A." was concerned, he pointed out that even Indians with Oxford or Cambridge degrees were discontented. The causes of this discontent were deep-seated, as he pointed out in the following words:

"The truth is that this so-called discontent is no more than a natural feeling of dissatisfaction with things as they are, when you have on one side a large and steadily growing educated class

of the children of the soil, and on the other a close and jealously guarded monopoly of political power and high administrative office . . . I think it is in the power of Government to convert these 'discontented B.A.'s' from cold critics into active allies by steadily associating them more and more with the administration of the country and by making its tone more friendly to them and its tendencies more liberal."

In this connection Gokhale invited the attention of Curzon's Government to Ripon's wise and sympathetic words in his Convocation Address at Bombay in 1884:

"It seems to me, I must confess, that it is little short of folly that we should throw open to increasing numbers the rich stores of Western learning; that we should inspire them with European ideas, and bring them into the closest contact with English thought; and that then we should, as it were, pay no heed to the growth of those aspirations which we have ourselves created, and the pride of those ambitions we have ourselves called forth."

It was, however, too late to recall these enlightened sentiments. The socio-political situation in the country had changed, and the "discontented B.A." had become a political force which the benevolent despotism of the Curzonian type could neither crush nor conciliate.

THE SIMLA CONFERENCE

As early as 1890 the question of amending the Act of Incorporation of 1857 came under active consideration of the University. In April of that year the Senate appointed a committee to consider the matter, and its report, submitted in August, was accepted in December. The main recommendations were as follows: (1) The Preamble, which confined the functions of the University to those of an examining body, should be suitably amended, so that the University might take up other functions connected with advancement of learning. (2) The number of Fellows should be fixed by the Chancellor from time to time, subject to a minimum of 50 and a maximum of 200. (3) Of the total number of Fellows 50 per cent. should be nominated by the Chancellor, and of the remainder two-thirds should be elected by the Senate and one-third by the graduates. (4) The Syndicate should be recognised formally as the body entrusted with the "executive government" of the University.

When these proposals were communicated to the Government of India they were rejected on the alleged ground that such amendments were not "of a pressing nature". In April, 1893, the Senate considered the matter again and adopted a resolution, moved by Anandamohan Bose, "respectfully requesting the Government of India to take into their early consideration the proposals submitted to them for amending the Act". It appears, however, that this resolution was not forwarded to the Government of India. In any case, no action was taken till Curzon's active and restless mind decided to grapple with the problems of higher education.

In October, 1899, the Government of India adopted a resolution on education which was, in Curzon's words, "an indication of our desire to secure greater unity of local action, and to see that the policy laid down by the Education Commission of 1882 was not evaded or ignored". Two years later—in September, 1901—he summoned a conference of educational experts at Simla. They were unanimous on two points. In the first place, the defects of the existing University system were serious enough to "call for the application of wisely considered remedies". Secondly, "the University Senates, as at present constituted, are not well fitted to devise or to carry out the measures which are urgently required in the interest of our students". With these conclusions Curzon himself and the then Vice-Chancellor, Thomas Raleigh, a member of the Governor-General's Executive Council, found themselves in complete agreement; but neither the composition nor the procedure of the Simla Conference could inspire public confidence. As Gokhale complained in his speech on the introduction of the Bill of 1904, Curzon consulted some European officers and one non-official European, but kept Indian educationists at a safe distance from Simla. "The deliberations were confined", he said, "to European educationists in India only", and the proceedings of the Conference were kept confidential. Curzon's reply was that the Government of India had every right to take confidential advice from persons whose advice it considered worth taking. He did not explain, however, why no Indian educationist was considered competent enough to deserve this honour. It is clear that the Simla Conference created an atmosphere of misunderstanding and frustration and thereby prejudiced constructive appraisal

of the merits of the Bill by leaders of public opinion in the country.

In his first Convocation Address (1899) Curzon described the University of Calcutta as "an examining and degree-giving University" which could not be expected to exercise such "virile influence" as Oxford and Cambridge did on their pupils. But he refused to "join in a wholesale condemnation, which is as extravagant as it is unjust". The "present system" he said, was "faulty, but not rotten", and he recommended "cautious reform, and not wholesale reconstruction". He recognised the good work done by the University. "I am struck," he said in his Convocation Address for 1900, "by the extent to which, within less than fifty years, the science and the learning of the western world have entered into and penetrated the Oriental mind, teaching it independence of judgement and liberty of thought, and familiarising it with conceptions of politics, and law, and society to which it had for centuries been a complete stranger." But he felt (as he said in his Convocation Address for 1904) that after fifty years' work "without a respite" the machinery had grown "rusty and obsolete"; so he urged the necessity of taking stock of our plant, of overhauling it and bringing it up to the needs of the day".

INDIAN UNIVERSITIES COMMISSION, 1902

The immediate sequel to the Simla Conference was the appointment of the Indian Universities Commission in January, 1902, with Raleigh as President and five members: (1) Syed Hossain Bilgrami; (2) J. P. Hewett, Home Secretary to the Government of India; (3) Alexander Pedler, Director of Public Instruction, Bengal; (4) A. G. Bourne, Principal, Presidency College, Madras; (5) D. Mackichan, Principal, Wilson College, Bombay. When the Government of India found that the composition of the Commission was being widely criticised on the ground that no Indian educationist was included in it, Curzon took (to quote Gokhale's words) "the unusual step of offering a seat on the Commission, almost at the last moment", to Gooroodas Banerjee. While the names of other members were announced on 27 January, 1902, the name of Gooroodas Banerjee was "added" on 12 February, 1902. Even then, as Gokhale pointed

out, the "objection remained that, while Missionary enterprise was represented on the Commission, in the person of Mackichan, indigenous enterprise in the field of education was again left unrepresented". Apart from the members, a local member was attached to the Commission at each University centre for the purpose of the enquiry regarding that University. The local member for Calcutta was Asutosh Mookerjee.

The object of the Commission was "to inquire into the condition and prospects of the Universities established in British India ; to consider and report upon any proposals which have been, or may be, made for improving their constitution and working and to recommend to the Governor-General-in-Council such measures as may tend to elevate the standard of University teaching, and to promote the advancement of learning". The terms of reference were wide enough, but the procedure followed by the Commission provoked criticism. Gokhale complained of the "hurried manner in which the Commission went about the country and took evidence and submitted its report". Of 156 witnesses examined by the commission only 63 were Indians, and the evidence submitted by them was held back from the public on the ground of expense. The report was submitted on 9 June, 1902. It was unanimous, subject to a note of dissent by Gooroodas Banerjee. The Chairman, Raleigh, said in his Convocation Address for 1903 that "the points on which my honourable and learned colleague, Mr. Justice Banerjee, has recorded a note of dissent, are all points which may be conceded without surrendering the main position of the Report".

The report was a comparatively brief and practical document. While the Report of the Hunter Commission is a mine of information regarding different branches and aspects of education, the Raleigh Commission report gives us a practical appraisal of the problems of higher education imparted through affiliated colleges. Its general conclusions were expressed in the following words :

"Having visited a considerable number of these institutions (*i.e.*, Colleges) we are not disposed to confirm the sweeping condemnation which has sometimes been passed upon our University system. Many of the Colleges command the services of able and devoted teachers ; and we do not consider the students as a class to be wanting either in natural talent or in industry. In comparing our graduates with those of other Universities, it

must be remembered that the Indian student often enters on his College course at an age when boys of other countries are still at school. We must also remember that Indian Universities are of comparatively recent foundation, and that the resources of our Universities and Colleges are very small when compared with the vast endowments of England and America and the large sums placed by the Governments of other countries at the disposal of their Universities. Taking all the facts into account, we see no reason to regret the determination at which the Government arrived in 1854.

At the same time we must admit that the acquirements of Indian graduates are in many cases inadequate and superficial. We make every allowance for the difficulties of a student who has to receive instruction in a foreign language. We do not forget that when Western students received all their instruction in a classical tongue, the Latin of the Schools was more fluent than correct. But after all allowance is made, it is most unsatisfactory to be told that the Indian B.A. not infrequently lacks the general training which he requires to fit him for the business of life, or for a further course of study."

The Commission felt, therefore, that "while . . . many of the criticisms passed on the Indian Universities are not deserved, . . . in many directions there is scope for improvement". Its recommendations naturally covered a wide ground, for "improvements" could not be secured without better provision for teaching and better administration of university affairs.

Perhaps the most important recommendation of the Commission was that the universities should cease to be purely examining bodies:

"The legal powers of the older Universities should be enlarged so that all the Universities may be recognized as teaching bodies. Undergraduates should be left in the main to the Colleges, but the Universities may make better provision for advanced courses of study and may appoint their lecturers, provide libraries and laboratories, and see that residential quarters are maintained for students from a distance."

As regards the constitution of the Senate, the Commission proposed that the maximum number of members should be 100 in case of the three older universities, that statutory recognition should be given to the permission to elect Fellows which had been conceded to certain graduates in those universities, that appointments to the new Senates should be for five years only and not for life, that no Fellowship should be conferred merely

by way of compliment, and that, in general, the Senate should be so composed as to give due weight to the opinion of (a) university and college teachers, specially Heads of colleges, (b) persons distinguished by their attainments in any branch of learning and qualified to take part in university business, (c) representative members of the learned professions, (d) representatives of Government. Gooroodas Banerjee proposed in his note of dissent that the maximum number of Fellows should be 250, that the Fellows should enjoy certain restricted rights and privileges, and that the government of the university should be vested in a smaller body called the Senate consisting of 100 members excluding *ex-officio* members.

"The Syndicate", observed the Commission, "should be recognised by law as the executive authority of the University, and some of its powers should be exercised independently of the Senate. It is undesirable that (a) appointments made by the Syndicate, (b) decisions in regard to affiliation and disaffiliation of Colleges, and (c) exemptions from examination rules should be reviewed in the Senate". It proposed that members of the Syndicate should be elected by the Senate "in certain proportion to represent the several Faculties; the representatives of each Faculty to include one or more Heads or Professors of Colleges". The Commission attached great importance to this provision for the proper and adequate representation of college teachers, for it said: "This rule is not intended to limit the proportion of the teaching element in the Syndicate. The proportion laid down may be exceeded, but the minimum secured by the rule must be insisted upon". Here, again, Gooroodas Banerjee disagreed with his colleagues. He was not in favour of having in the Syndicate a statutory majority of teachers *as such*, although he "would not object to a majority of teachers on the Syndicate if such majority resulted from an unrestricted election by the Senate, which would imply that the teachers formed the majority because they were considered fit to be on the Syndicate and not simply because they were teachers". He also objected to the proposal that no decision of the Syndicate for the disaffiliation of a college should be open to revision by the Senate. "It is desirable," he observed, "that before Government takes action upon any recommendation by the Syndicate for the disaffiliation of a College, that College should have an opportunity

of bringing the matter before the Senate, so that the Government may, when passing final order in the case, have before it the opinion of the Senate as well as that of the Syndicate, together with the materials upon which these opinions are based."

The Commission laid down certain stringent conditions for affiliation of colleges:

1. "New affiliation rules should be so framed for each University as to secure

(a) That no institution shall be admitted to affiliation unless on the fullest information. There ought, in each case, to be an independent report by the Director of Public Instruction or some other competent authority, showing why the new institution is required and what are the guarantees for its financial stability.

(b) That no institution, once admitted, be allowed to fall below the standard of efficiency required for affiliation . . . The Syndicate should have power to order a formal inspection of an affiliated College at any time."

2. "A College ought not to be dependent on the interest or caprice of an individual. Any surplus after the payment of salaries and other necessary expenses should be spent on the improvement of the College. There should be a properly constituted governing body for each College."

3. "The teaching staff must be adequate to the course of study to be undertaken."

4. (1) "The Syndicate should use every effort to ensure that the affiliated Colleges are decently and suitably housed, and that there is adequate provision for the health and comfort of the students."

5. "Students should be required to reside (a) with parents or guardians, (b) in lodgings approved by the University or by the College to which they belong, or (c) in a hostel, which may be defined as a place suitable for the residence of students and under University or College supervision."

6. "Affiliation should be granted, and from time to time renewed, not in general terms, but with more exact reference to the subjects and courses of study for which the College can make adequate provision."

7. "Every encouragement should be given to societies and pursuits which bring students together out of class, and in this connexion much importance attaches to games."

8. "The use of 'keys' should be in every way discouraged by the College authorities."

The official justification for such elaborate precautions may be traced in the following observations made by a member of

the Commission, Alexander Pedler, in the debate on the Indian Universities Bill in the Imperial Legislative Council:

"We have had an enormous growth of Colleges and Schools without a corresponding growth of what may be called highly educated and trained tutors and professors to carry on the work . . . unless something is done to raise the condition of the Colleges, especially of the smaller Colleges and those away in the Mofussil, such a thing as high education in Bengal will degenerate almost into a sham."

The Commission also made elaborate recommendations on courses of studies, better arrangements for examinations and other subjects of academic interest; but public interest was concentrated upon the constitution of the Senate and conditions regarding affiliation of colleges. In his Convocation Address for 1903 Raleigh complained that discussion on the proposals contained in the report had taken "an unpractical turn". He proceeded: "Much energy has been expended in denouncing proposals which nobody ever made, and the actual recommendations of the Commissioners have not been widely read, and have certainly not been generally understood." Public opinion was, however, dominated by the fear that the universities would be brought under full official control. Raleigh took formal notice of this trend in public opinion and said that "there is nothing in the Report to justify the charge that we aimed at destroying the independence which the Universities now enjoy". He tried to convince the public that the universities would now be in a stronger position *vis a vis* the Government. "The chief aim," he said, "of the Commission was to strengthen the Universities; and the stronger they are, the more independent they are likely to be." But such assurances failed to conciliate the intelligentsia. The recommendations of the Commission raised a protracted and bitter controversy in which the Nationalist Press played the leading role. Raleigh admitted in a speech in the Imperial Legislative Council that his proposals "were received by a portion of the press with a sustained chorus of disapproval".

This "sustained chorus of disapproval" could not escape the Governor-General's notice. Addressing "the last Senate and the last Syndicate of an era that is about to disappear" Curzon said on 13 February, 1904:

"There may be some who think that they see in the Vice-Chancellor and myself the two chief executioners, about to admonish their victims before leading them to the scaffold . . . But the patient in our view is in no wise doomed to extinction but is about to reappear with a fresh lease of life: and the instruments of the sentence hold in their hand not the executioner's axe but the phial that contains the elixir of a new and happy resurrection."

Despite the "sustained chorus of disapproval" throughout the country the Government of India accepted the "principles" of the Commission's report, modified some of its proposals and invited the Local Governments and the universities to record their opinions on the proposed changes. Accordingly the Senate of Calcutta University considered the report of the Commission in three special meetings held in February and March, 1903, and expressed adverse views. Subsequently the draft of the Bill prepared on the basis of the report was considered by a committee presided over by Justice Ameer Ali, and when the report of this committee came before the Senate (January, 1904) it became clear that the University was opposed to the principles and proposals incorporated in the official measure. But no criticism could persuade Curzon's Government to change its views and Raleigh derived consolation from the assumption that reform was unpalatable to the citadels of academic conservatism. He told the Imperial Legislative Council that "the Senates of the three older Universities were strongly opposed to anything in the nature of constitutional change" and proceeded:

"No corporate body cares to admit that its constitution needs improvement. If Parliament had waited for the consent of the University of Oxford, the Statutes of Archbishop Laud might still be considered sufficient for all practical purposes; Professors might still be performing their duties as in the days of Adam Smith; and College tutors might be following in the steps of the gentlemen on whom Gibbon conferred an unenviable immortality by describing them in his Autobiography."

So far as the University of Calcutta was concerned this charge was manifestly unjust, for, as we have seen, this "corporate body" demanded constitutional changes as early as 1890 but failed to persuade the Government of India to recognise the necessity for reform.

THE INDIAN UNIVERSITIES ACT, 1904

On 4 November, 1903, Raleigh moved for leave to introduce the Bill in the Imperial Legislative Council. He recognised the good work done by the universities under the Act of Incorporation. "To the schools and Colleges under our administration," he said, "we owe some of the best of our fellow workers—able judges, useful officials, and teachers who pass on to others the benefit which they have received." But he referred to the "unanimous" conclusion of the Simla Conference to the effect that "the defects of our University system are so serious as to call for the application of wisely considered remedies". As an illustration of these "defects" he mentioned "the discontented B.A., who has carried away from his College a scant modicum of learning and an essentially exaggerated estimate of his own capacities, and the great army of failed candidates who beset all the avenues to subordinate employment". To this Gokhale gave a crushing retort, as we have seen in another context.

The principles underlying the Bill were described by Curzon himself to be—

- "(1) to raise the standard of education all round, and particularly that of high education, to apply better and less fallacious tests than at present exist, to stop the sacrifice of everything in the Colleges which constitute our University, to cramming ;
- (2) to bring about better teaching by a superior class of teachers ;
- (3) to provide for closer inspection of Colleges and institutions which are now left practically alone ;
- (4) to place the government of Universities in competent, expert, and enthusiastic hands ; to reconstitute the Senates, to define and regulate the powers of the Syndicates ;
- (5) to give statutory recognition to the elected Fellows, who are now only appointed upon sufferance ;
- (6) to show the way by which our Universities, which are now merely examining Boards, can ultimately be converted into teaching institutions."

Theoretically, of course, little objection could possibly be taken to these principles ; but it was widely felt that the real object of the Government was to officialise the universities. This suspicion was based primarily on the proposed changes in the composition of the Senate. The Simla Conference had concluded (as Raleigh pointed out) that "the University Senates, as at present constituted, are not well fitted to devise or to carry out

the measures which are urgently required in the interest of our students”.

Under the Act of 1857 all Fellows, other than *ex-officio* Fellows, were appointed by the Government for life ; as regards their number, no maximum was prescribed, although in the case of Calcutta University the minimum was thirty. In practice the average number of Fellows exceeded 200 in Calcutta and Madras and 300 in Bombay. Obviously the Senate was an unweildy body, but many Fellows did not take an active part in its proceedings. As Raleigh pointed out, “a considerable proportion of existing Fellows do not take any active part in University business ; they attend in large numbers only when an appointment is to be made, or when a vote is to be taken on some question which has excited interest out of doors”. There was nothing new in this complaint, and the apathy of “a considerable proportion of existing Fellows” to University business was the logical result of the peculiarities of the nomination system. As Lansdowne said in his Convocation Address for 1890 :

“In past times it seems to have been usual to bestow a considerable number of Fellowships, not upon the ground that the persons securing them were likely to take an active part in the administration of the affairs of the University or because they had specially connected themselves with educational questions . . . In the early days of this University the North-Western Provinces and the Punjab were as yet without Universities of their own, and a Fellowship of the Calcutta University was the only means of recognising the claims of gentlemen from those provinces who had a right to be given a voice in educational matters. Again a Fellowship appears to have been not unfrequently bestowed rather as a mark of distinction and as a compliment—in fact, much in the same way as honorary degrees are bestowed in our Universities at home.”

The steps which Lansdowne himself took to rectify this defect in the composition of the Senate were explained in his Convocation Address for 1893 :

“It has . . . been my object gradually to reduce the number of the Senate, and to avoid conferring Fellowships upon gentlemen unconnected with this Province, or otherwise unlikely to take a useful part in the affairs of the University. In pursuance of this object we have, during the past four years, only filled up a portion of the vacancies which arose.”

The report of the Commission of 1902 says:

"The Senates of the three older Universities were, in their origin, intended to be bodies of persons qualified to advise and to exercise control in educational matters. But for some time past the notion has prevailed that a Fellowship is a distinction which may be bestowed by way of compliment, without much regard to the academic qualifications of the recipient. The witnesses who have appeared before us are almost unanimous in holding that the existing Senates are too large, and that, if there is to be any improvement in the working of our Universities and Colleges, steps must be taken to reduce the number, to raise the standard of qualification, and to secure more regular attention to University business on the part of those who are appointed Fellows."

The Commission suggested that "100 would be a suitable maximum for the three older Universities", excluding *ex-officio* Fellows. Provision to this effect was made in the Bill.

The principle of election of some Fellows by graduates of the University, which was introduced in 1890 by an executive order, was to be put on a statutory basis. In the case of the Universities of Allahabad and the Punjab the relevant Acts provided for election of Fellows by the Senate. The report of the Committee appointed by the Senate in 1890 to consider the revision of the Act of 1857 proposed, as we have seen, that the number of Fellows was to be fixed by the Chancellor from time to time, subject to a maximum of 200 and a minimum of fifty, and that 50 per cent. of the Fellows were to be nominated by the Chancellor and the rest to be elected by the Senate and the graduates. The Bill reduced the maximum number to 100, vested in the Chancellor the power of nominating eighty Fellows, and provided for election of the rest by graduates in several Faculties and by registered graduates.

The first step towards introducing a democratic element in the Senate of the University was an "act of grace" on the part of Lansdowne. He announced in his Convocation Address for 1890 that he would "allow the M.A.'s to submit the names of one or two gentlemen selected by themselves from among themselves, upon the understanding that these names, unless they were open to serious objection, which would not be very likely, would, as a matter of course, be accepted". Next year he told the Convocation that the nominees of the graduates—Jogindra-chandra Ghosh and Mahendranath Ray—had been included

in the list of Fellows appointed to fill existing vacancies. The Vice-Chancellor, Gooroodas Banerjee, declared with evident enthusiasm: "The 1st of January, 1891, will be a memorable day in the history of the University, and we may hope that the principle of representation will be recognised in its constitution as fully and definitely as sound policy and right reason will allow." This anticipation was fulfilled more than sixty years later by the Act of 1951. Lansdowne's gesture was appreciated by the graduates. In 1892 he told the Convocation that out of 900 qualified voters 641 "exercised the privilege conferred upon them; a sign that this particular franchise has a higher value set upon it by those who possess it than certain other franchises which I could mention". The Vice-Chancellor, Gooroodas Banerjee, expressed the hope that "what was commenced as an experimental measure may at least become part of the recognised customary constitution of the University". This was what the Bill provided for.

Some changes in the composition and functions of the Syndicate were urgently needed. The report of the Committee appointed by the Senate in 1890 to consider the revision of the Act of 1857 suggested that the Syndicate should be formally recognised as the body entrusted with the "executive government" of the University. The words of the Act of 1857 were vague, and did not vest in the Syndicate adequate authority for the management of university affairs. The Commission of 1902 said:

"If legislation is undertaken, we propose that the Syndicate should be recognised by law as the executive authority of the University and that some of its powers should be exercised independently of the Senate. It is, we think, undesirable that (a) appointments made by the Syndicate, (b) decisions in regard to affiliation and disaffiliation of Colleges, and (c) exemptions from examination rules, should be reviewed in the Senate."

The framers of the Bill accepted the principle of recognising the Syndicate as the executive authority of the University, but the proposal of making it independent of the Senate in regard to specified matters did not find favour with the Government. As regards the composition of the Syndicate, the Commission proposed that the Director of Public Instruction should be an *ex-officio* member and that there should be statutory provision

for the inclusion of a minimum number of college teachers (Principals or Professors) in the Syndicate. Although Gooroodas Banerjee dissented from the recommendation for reservation of seats for college teachers, this principle was accepted by the Government, and in moving the Bill Raleigh said: "In order to secure the closest possible co-operation between University and College authorities . . . as nearly as may be one-half of the elected members (of the Syndicate) shall be heads of, or Professors in, affiliated institutions." The claim for communal representation came in at this stage; a Muslim member of the Imperial Legislative Council said: "As the executive government of the University would be vested in the Syndicate, it is necessary that the various religious communities should also be represented on the Syndicate." No response to this demand came from the Government Benches.

The Bill was naturally welcomed by the official members of the Imperial Legislative Council, but the misgivings of the public were expressed forcefully by Gopal Krishna Gokhale. After the preliminary skirmish the Bill was referred to a Select Committee consisting of Denzil Ibbetson, Alexander Pedler, T. Morison, Ramkrishna Gopal Bhandarkar, J. B. Bilderbeck, Gokhale and the mover (Raleigh). The real battle took place at the next stage. On 4 March, 1904, Raleigh moved that the report of the Select Committee be taken into consideration. The opposition was led by Gokhale and Asutosh Mookerjee, whom Raleigh described as the "two most formidable critics" of the Bill.

The fundamental ground of opposition to the Bill was the widespread suspicion that the Government of India intended to officialise the universities. Bepinkrishna Bose, one of the few Indian supporters of the Bill, who subsequently became Vice-Chancellor of Nagpur University, admitted that the purpose of the measure was "to secure to the Government adequate control over higher education in this country". Denzil Ibbetson, Education Member, Government of India, justified this policy on the following grounds: "The Universities owe their existence to the Government; they derive their authority from the Government; and Government would be abnegating one of its highest duties, did it fail to reserve to itself the power

of ensuring that the immense influence which that authority enables them to exert is exerted for the greater benefit of the youth of India". But what Bepinkrishna Bose described as "adequate control over higher education" appeared to the nationalists to be unjustifiable bureaucratic encroachment into the sphere of education. This suspicion was so widespread, and so frankly expressed, that Curzon made a vigorous defence of his point of view in his concluding speech on 21 March, 1904. He said:

" . . . We have taken the powers, if we did not already possess them—and it has frequently been pointed out that they are already implied, if not actually given, in the original Act of Incorporation—that are absolutely necessary to ensure that the new reforms shall be given a fair trial, and that they shall not be broken down by any hostile or unfriendly influence. As soon, however, as the new Senates have started on their way, and the new regulations been approved, my belief is that Government will be able very soon to relax its control. The reason is two-fold. If you look at the Bill, you will see that a very large measure of independence is left to the Senates, and that the real power for the future will be vested in them. Secondly, the last thing that the Government can want is to go on dry-nursing the Senates for ever. The stronger and more influential they become—provided they do not fall a prey to sectarian animosities or to sectional intrigues—the better will Government be pleased. The ideal that we look forward to is that of self-governing institutions watched paternally by the Government in the background. If the institutions play their part, the control will be nominal. If they do not, it will be there as a check."

This authoritative enunciation of official policy did not satisfy enlightened public opinion, for Curzon's ideal of "self-governing institutions watched paternally by the Government in the background" fell far short of what the educated community wanted in those days. Their hopes, as well as their suspicions, were voiced eloquently by Gokhale and Asutosh Mookerjee, and supporters of the Bill, like R. G. Bhandarkar who was former Vice-Chancellor of Bombay University and Bepinkrishna Bose, found themselves isolated, for the time being, from the main currents of national life and thought.

Gokhale "delivered a sustained attack upon the whole Bill" (as Raleigh said). His criticism was intellectual rather than emotional; he attacked the provisions of the Bill in detail and

marshalled facts and figures in his own masterly way, without losing sight of its underlying principles which were, in his view, detrimental to educational progress and national interest. The Bill was, he said, a "distinctly retrograde measure". On the last day of the debate he cried out in sorrow rather than in anger:

"For the present the hands of the clock have been put back; and though this by itself cannot stop the progress of the clock while the spring continues wound and the pendulum swings, there can be no doubt that the work done today in this Council Chamber will be regarded with sorrow all over the country for a long time to come."

Although Gokhale could not "contemplate without deep emotion the disappearance of the old order" his vigorous mind was not opposed to reform. He was prepared, for example, to support the provisions of the Bill relating to the control of affiliated colleges provided "those provisions stood by themselves—unaccompanied by the constitutional changes proposed in the Bill". He accepted the principle that the universities should be able to "exercise a reasonable amount of control over their Colleges, as such control is necessary to enforce properly those obligations which affiliated institutions are understood to accept when they come forward to undertake the responsibility of imparting higher education". But, he said, "there are reasons to fear that in the hands of the reconstituted Senates and Syndicates, these provisions will operate to the prejudice of indigenous enterprise in the field of higher education". In other words, as official influence would be predominant in the reconstituted Senates and Syndicates, expansion of higher education through colleges established and managed by private persons and bodies would suffer. This was the crux of the problem from the nationalist point of view.

So far as the provisions of the Bill relating to the composition of the Senate were concerned Gokhale raised several objections in his minute of dissent appended to the Select Committee's report. There was no provision for election of members of the Senate by professors "and yet this is the class of men that has more immediate interest than any other in the deliberations of the University". Again, "the proportion of seats thrown open to election is too small, while that reserved for Government

nomination is too large". The effect of these provisions would be, he believed, "virtually to dissociate the Indian element from the government of the Universities and to put all directive and administrative power into the hands of European Professors, within such limits as the Government may allow". This argument was practically unanswerable. The official point of view was that the universities should be controlled by Europeans because these institutions were intended for imparting Western education. To this general principle was added an open censure on the Indian element in the then existing Senates. Gokhale referred to a writer, writing under the name of "Inquisitor", who "spent considerable industry and ingenuity in demonstrating how both efficiency and discipline have suffered as a result of Indians—especially Indians unconnected with the profession of teaching—having a substantial voice in the deliberations" of the University of Calcutta. He then proceeded to mention certain instances in which Indian members of the Senate tried to serve real academic interests in the face of opposition from prominent European members:

" . . . in 1888 no less an educationist than Sir Alfred Croft brought forward a proposal for removing classical languages from the list of compulsory subjects, and it was mainly by the votes of the Indian Fellows present and by the casting vote of the Chairman that the proposal was rejected. I would like to know how the Hon'ble Mr. Raleigh or the Hon'ble Dr. Bhandarkar would regard such a proposal today. Again, we find that in 1893 a Committee consisting almost entirely of educational experts, including several prominent European educationists, declined to approve a rule laying down that no teacher in a recognised school should teach more than sixty pupils at the same time, Dr. Guru Das Banerjee being the only member of the Committee who stood out for such a rule. In 1894, on a motion brought forward by Surgeon-Colonel McConnell, supported by Professor Rowe and Surgeon-Colonel Harvey, the regulation which required candidates for the M.D. degree to have passed the B.A. Examination was rescinded, and it is worth remembering that the motion was opposed by an Indian member, Dr. Nil Ratan Sarkar. Even in the well known case of a prominent Calcutta College, when a serious charge was brought against the working of its Law Department, it is a remarkable circumstance . . . that the Syndicate, which proposed a temporary disaffiliation of the Law branch of the College, was unanimous in making the recommendation, and of the nine members who voted for this proposal, seven were-

Indians, six of them being again unconnected with the profession of teaching."¹

Such instances made it clear that efficiency or discipline was not at all likely to be endangered by the Indian element in the Senate and the Syndicate, and that an increase in the number of European members did not necessarily mean greater efficiency or stronger discipline. But the official insistence on the predominance of the European element involved an implied condemnation of the educated classes in India, and in reply to Gokhale's complaint on this point Curzon could only refer him to the opinions expressed by R. G. Bhandarkar and Bepinkrishna Bose who, in the Governor-General's words, "welcome this Bill, not as a condemnation of the educated classes of their countrymen, but as a decree of emancipation which will free the energies and activities of those classes from the clogs and fetters that have done so much to drag them down". No assurance was forthcoming to dispel Gokhale's regret that "after fifty years of University education in this country the Government should have introduced a measure which, instead of associating the Indian element more and more with the administration of the Universities, will have the effect of dissociating it from the greater part of such share as it already possessed".

This regret was shared by Asutosh Mookerjee who pointed out that in view of the increasing share taken by Indians in collegiate teaching there was no justification for increasing the European element in the University bodies. In reply to a question put by him in the Provincial Legislative Council on 14 August, 1903, he was told that in pursuance of a recommendation of the Public Service Commission of 1886-87 the Government had decided to place some of the Government colleges

¹ In this case the recommendation of the Syndicate was not upheld by the Senate, and Pedler referred to it in support of the official programme of changing the constitution of the Senate. Asutosh Mookerjee made an effective reply. He said that the "strenuous efforts" of the first Indian Vice-Chancellor and the Syndicate "to maintain the cause of discipline and order" in the college concerned (which was "owned by a leading member of the Indian Community who might rightly be described as one of the most popular men in these provinces") were "defeated by the combined action of some of the highest European officials on the Senate" and "their action met with the approval of the Government of India."

entirely under Indian professors. In accordance with that policy "the Colleges at Hooghly, Krishnagar, Rajshahi, Cuttack and Chittagong and the Calcutta Sanskrit College were manned almost entirely by Indian Professors". The same policy was to be applied to Dacca College, and even in Presidency College, "which is supposed to be the model College in Bengal, capable of teaching up to the higher European standards", there were only three European professors as against nineteen Indian professors. And out of nine Government colleges in Bengal, in as many as eight colleges (including Presidency College) not one single European was employed by the Government to teach English language and literature in the F.A., B.A. and M.A. classes. "I trust", he said, "I shall be forgiven if I say that to employ Indians as the main agency for imparting Western education to Indians, and then to complain that these Indians have a dominant influence in the administration of their University, is neither logic nor good sense."

R. G. Bhandarkar "deprecated the turn that has been given to this question, in some quarters, as if it involved a conflict of interest between Natives and Europeans". He felt that Europeans were best fitted "to give education in European literature and science, to instil European ideas in our minds, and acquaint us with European methods of inquiry". He did not think "we have yet learned all that we have to learn from Europeans and arrived at that condition in which we may give them only a subordinate position in our Universities and Colleges, much less dispense with them altogether". But in Bengal at least there were very few European teachers in the Government colleges (in the private colleges—except in the missionary colleges—there were, of course, no European teachers at all), and even if Bhandarkar's premises were accepted they could not be applied to the University of Calcutta. The contradiction involved in employing Indians for teaching and Europeans for controlling the machinery could hardly be ignored.

There is a very interesting and significant reference to the independence of Universities in Bhandarkar's speech. In 1867, he said, Alexander Grant, Vice-Chancellor of Bombay University, contended, in an address to Sir Bartle Frere, for the independence of the University as against Government interference

Apparently academic interests were not permitted in those days to be subordinated to political or administrative necessities by the British custodians of the Indian universities. But in 1888 Raymond West, a successor of Alexander Grant, while admitting the necessity of that independence, drew particular attention to "another kind of independence". He said: "Now in these days the Universities in Europe and also in India may have a still more arduous task to perform, when democracy is advancing with such giant strides, and when the multitude almost thinks it has a sort of divine right to go wrong. . . . The Universities must be made and kept independent on that side as well as the side which they present to the Government". Certainly "democracy" was not "advancing with . . . giant strides" in India when this curious statement was made ; even the Indian Councils Act of 1892, which for the first time provided for modified election to the Legislatures, had not been passed. The "multitude" referred to by Raymond West can mean only the educated middle class, which was almost contemptuously described by Dufferin in 1888 as a "microscopic minority". Yet a powerful proconsul like Curzon appears to have been rather afraid of this "microscopic minority", and, from the nationalist point of view at least, the Bill was intended to keep the universities "independent on that side".

Asutosh Mookerjee referred to this deep-rooted suspicion when he said that "in some quarters at least, the Universities are disliked and cried down, because there is really a dislike of the culture which educated Indians have attained". He did not agree with those unfriendly critics who maintained that the universities had failed in the objects which they had in view, namely, in the words of the despatch of 1854, "the diffusion of the improvements, science, philosophy and literature of Europe, in short of European knowledge". There was no reason why (he said) Indian universities should be left alone if they were capable of improvement ; but improvement did not mean growing control of an alien bureaucracy. He declared :

"I am not one of those who contend that high education must be left entirely to the control of the people. On the other hand, I willingly concede that high education is one of the paramount duties of the State, and that it must be nurtured and developed under the fostering care of a beneficent Government. But I

deny most emphatically that it is necessary or desirable to have any provisions in the law which may possibly convert the Universities into mere departments of the State ; it is quite possible to stunt the growth of a beautiful tree by constant pruning and too affectionate care."

It is because he did not want to see his University converted into a "department of the State" that he opposed the "constitutional provisions of the Bill". He fully shared Gokhale's misgivings regarding the composition of the Senate and said: "Every effort that we have made for securing a statutory recognition of the non-official and of the Indian element on the Senate has been strenuously opposed on behalf of the Government and has consequently failed". He wanted the Senate to include a few representatives of college and university teachers and moved an amendment to that effect ; but official opposition was strong enough to kill it. He said :

"If any scheme is accepted, we shall have—for instance, in the case of the University of Calcutta—an electorate of a possible maximum of 750, who will be permitted to elect ten amongst their own body. I do not entertain the slightest apprehension that an electorate like this, composed of Professors who are mostly Graduates of Indian or European Universities and who represent the interest of all the Colleges in the country, will in any way abuse the privilege conferred upon them."

But Raleigh, who was in charge of the Bill, felt that the elective principle had already been given "a very considerable scope" and could not be applied to constituencies other than registered graduates.

Asutosh Mookerjee's conception of academic freedom was not confined to the University bodies ; he demanded a reasonable measure of autonomy for the affiliated colleges. If the universities, he said, were to be anything better than mere examining machines, they must exercise an effective power of control over affiliated colleges and should exercise some supervision over them. While enunciating this principle he uttered a word of caution. "It is not desirable", he said, "that there should be any undue interference with the internal management of the Colleges or any interference with the administration of their finances so long as proper efficiency is maintained." As most of the colleges owed their establishment to private enterprise and depended for their maintenance upon students' fees and private

donations, too much interference by an officialised University was a danger to be avoided.

Gokhale did not attach much importance to the expectation of those who thought that "the Bill, by providing an improved machinery of control, will bring about a steady and sure reform in the character and work of affiliated institutions". He felt—and rightly felt—that "a teacher's work with his students is but remotely affected by the ordinary deliberations of a University and that if he finds that he is unable to exercise on their minds that amount of influence which should legitimately belong to his position he may look within himself rather than at the constitution of the Senate or the Syndicate for an explanation of this state of things". But Asutosh Mookerjee appears to have thought that the affiliated colleges would be able to do better work under the new system. "I welcome", he said, "the provisions of the Bill defining the requirements of an affiliated College, and I have no doubt that if these provisions are reasonably, judiciously and sympathetically enforced, they will tend to elevate the standard and character of our Colleges and thus necessarily to improve the character of the education imparted to our young men." Referring particularly to the clause pointing out the desirability of the Head of the college and some members of the teaching staff residing near the place provided for the residence of the students he said:

" . . . when this . . . provision is fully carried out . . . I trust excellent results will follow and a healthier relation will be established between the pupil and the teacher. The system now prevalent, under which there is a feeling of distance between the Professor and his pupil, is good for neither party and I can conceive nothing more injurious to the interests of education than this feeling of estrangement between the pupil, who probably lives in the native part of the town, and his Professor who takes pride in not knowing the names of half the pupils he teaches and is comfortably lodged in Chowringhee. If our Colleges are ever to be organised as Corporate bodies, this is the first step which has to be taken . . ."

Although more than half a century has elapsed since these wise words were uttered, our colleges have not become "corporate bodies" and the close contact between teachers and pupils which Asutosh Mookerjee visualised has remained but an alluring dream.

On another point, however, in connection with collegiate teaching his anticipation has been more fortunate. Referring to the provision that "where affiliation is sought in any branch of experimental science, arrangements will have to be made in conformity with the regulations for imparting instruction in that branch of science in a properly equipped laboratory or museum", he said: "I trust that this provision, when carried out in practice, will remove what has been a standing scandal, not merely in some private Colleges, but also in some Colleges owned and managed by the Government." A distinct improvement was noticeable in this respect immediately after the enforcement of the new regulations. Sir Alexander Pedler, who was the first Vice-Chancellor under the Act of 1904, observed in his Convocation Address on 5 January, 1905:

"Comparing the proposed new Regulations in Science with those now existing as a scientist myself and as a firm believer in the advantage of practical scientific study in the advance of a country I can safely assert we are proposing to make a most satisfactory advance in our courses in Science, and if such regulations are carried, I shall be content to retire from my life's work in India with the hope that there is a good future for scientific study in the Calcutta University."

Asutosh Mookerjee envisaged a close contact between the University and the affiliated colleges. "My conception of affiliation," he said, "is a continuing and subsisting relation between the University and the College, and every safeguard ought to be provided for the practical achievement of this conception. When a College is affiliated, two elements, which I may describe as the material and the personal element, have to be taken into consideration. So far as the material element is concerned, under which head I include the College building, the laboratory and the residence of the students, it is little liable to sudden change or capricious alteration. But so far as the personal element is concerned, under which head I include the constitution of the Committee of management and the tutorial staff, it is liable to sudden changes." He was anxious to secure for the university adequate authority to prevent such "sudden changes" as might affect the efficiency of any college, and on this point he did not see eye to eye with Gokhale who demanded curtailment of the supervisory power of the Syndicate.

So far as official control over the framing of regulations was concerned Asutosh Mookerjee and Gokhale were in absolute agreement. The Senate, the Bill said, should frame the regulations and submit them for the sanction of the Government; if any additions or alterations appeared to the Government to be necessary, these might be incorporated in the regulations by the Government after consulting the Senate. Gokhale moved deletion of this clause, and supporting this motion Asutosh Mookerjee said:

"I entirely dissent from the view that the Government should take power to add to or alter the regulations. Under the Act of Incorporation as also under this Bill, regulations framed by the Senate do not acquire any binding character till they have received the approval of the Government. The power of veto which the Government thus enjoys is . . . quite effective for all practical purposes . . . it seems to me quite inconsistent with the avowed character of the University as a body of experts, that an elaborate set of regulations framed by them should be liable to be modified by the Government, and I am unable to see where Government will get expert advice outside the Senate to help it in the performance of this delicate and difficult task."

Although one of the objects of the Bill, as defined by Curzon, was the ultimate conversion of the universities into teaching institutions, Raleigh's attitude was halting and unhelpful. The schemes submitted before the Universities Commission, he said, "were for the most part rather vague, and some of them involved an expenditure which Government was not in a position to face". He added that the "problem must be worked out gradually with due regard to the interests and the sentiments of the Colleges concerned". Gokhale suggested the establishment of university Chairs and provision for research scholarships. "But," he said, "it seems this is just the part of the Bill which will not come into operation for a long time to come." Referring to "the provisions of the Bill which enlarge the scope of the Universities and make it their duty to promote advanced study and research" Asutosh Mookerjee appealed to the Government for generous and liberal help to the universities and said:

"We require teachers whose duty it will be not to impart elementary instruction for the purposes of the University examinations—which, after all, is only a secondary part in the work of a true University—but whose function it will be to extend the

bounds of knowledge and to guide their students in their attempt to search out the secrets of nature."

In view of the political situation in the country at that time it was perhaps not quite unnatural that the ruling authorities should think in terms of sectional and communal representation in the universities. Referring to the members of the Senate to be nominated by the Chancellor Raleigh expressed the hope that provinces and religious communities would be "properly represented". In this connection he paid a well deserved tribute to the Calcutta Senate and expressed his admiration for "the temperate and impartial way in which University questions which touch the various religious communities are discussed by the Hindu and Muhammadan members of that assembly".

When the long debate came to an end Gokhale declared in despair:

"My Lord, the struggle is over. The opponents of the Bill have lost all along the line; and it only remains for them now to count up their losses—for gains they have none."

Curzon brought the proceedings to an end with a fairly long speech in which he tried to meet the arguments and allay the fears of the Opposition. Then "the motion was put and agreed to" (21 March, 1904). It is probably not without significance that in his next Convocation Address, delivered on 11 February, 1905, Curzon made no reference at all to the new Act or to University affairs in general.

RETROSPECT

The widespread protest against the Curzonian policy of imposing bureaucratic control over higher education was a clear expression of the people's growing interest in University affairs. For the first time in the history of the University its future became a national issue. It was no longer an exotic imported from the West by a benign Government for the benefit of its aristocratic camp-followers. Within less than fifty years of its foundation it had taken root in the Indian soil and identified itself with the Indian mind and its expanding aspirations. As early as 1866 the fourth Vice-Chancellor Henry Sumner Maine, realised the importance of this transformation of the University. He said: "The fact is, that the founders of the University of

Calcutta thought to create an aristocratic Institution ; and, in spite of themselves, they have created a popular Institution". The middle class of Bengal, intellectually alert, socially progressive, politically ambitious, converted "an aristocratic Institution" into "a popular Institution" by a steady process of penetration. When, by the beginning of the present century, it was prepared to take charge of the "popular Institution" it found Curzon obstructing the way. For the time being its protest was unavailing ; the Bill became an Act. But the mere letter of the law could not dominate the spirit or crush the enthusiasm of a restless class. The middle class had already produced a great educational statesman who was capable of moulding the law into a new shape. Asutosh Mookerjee was ready to bring higher education to the door-step of the humblest citizen and also to make it a living vehicle of national culture.

This rather unforeseen development was possible because the foundations of the University were well and truly laid during the first half a century of its existence. In assessing the importance of the work done by the early leaders of the University—European as well as Indian—we must take note of the difficulties under which it was done. For more than fifteen years the University had no local habitation. The first whole-time Registrar, Kalichurn Banurji, was appointed on 1 May, 1903. The financial resources of the University were inadequate even for its very limited functions. We read in the proceedings of the Syndicate, held on 14 December, 1901 : "During the early years of its existence, *viz.*, from 1857 up to say 1870, the revenue of the University was not sufficient to cover its expenses, and it had to apply to Government for annual grants, and latterly for an annual loan of Rs. 10,000 to meet its deficits. Gradually, however, as the financial condition of the University improved year by year, the Government grants were withdrawn, and when at last it became a self-supporting Institution the Government loan was also discontinued". The machinery was slow-moving ; in his Convocation Address for 1906 Alexander Pedler complained that "to pass the B.Sc. and D.Sc. regulations it took no less than eight years of discussion before the University would accept these proposals".

Some of the problems which confronted the University in those early days are unsolved even today. Over-crowded

colleges, ill-paid teachers, ill-nourished students, a financially crippled University, teaching through the medium of a foreign tongue—these familiar problems are but external symptoms of deep-rooted maladies in our socio-economic organization. It was beyond the power of the examining University of the nineteenth century to tackle them even in a rudimentary manner. But the fact that the University took note of these maladies proves that the Act of Incorporation could not blind its vision, that it stood for—although it could not provide—an all-round system of education, and that it looked forward to a better day when examination should cease to be a test of capacity for cramming. By providing—through haphazard and halting measures—for teaching and research (we refer to the Tagore Law Professorship, the Sreegopal Basu Mallik Fellowship, Griffith Memorial Prize, Jogendrachandra Ghose's Research Prize, D.Sc. regulations, etc.) the early leaders of the University indicated their anxiety to fulfil its true mission—Advancement of Learning.

CHAPTER FIVE

THE UNIVERSITY AND THE GOVERNMENT: 1904-24

A NEW epoch opened in the history of the University with the Indian Universities Act, 1904. That Act was the result of the deliberations of Curzon's Educational Conference at Simla in 1901, and the recommendations of the Universities Commission which Curzon appointed in 1902. A very important note was sounded by the Commission in paragraph 24 of their report which recorded the following opinion :

"We think it expedient that *undergraduate* students should be left, in the main, to the colleges, but we suggest that the Universities may justify their existence as teaching bodies by making further and better provision for advanced courses of study. The University may appoint its own lecturers, and provide libraries and laboratories ; it would also be proper that the University should see that residential quarters are provided for students from a distance."

At the annual Convocation of the University on 13 February, 1904, Curzon, as Chancellor, gave eloquent expression to the same opinion. He said :

"What ought the ideal University to be in India, as elsewhere? As the name implies, it ought to be a place where all knowledge is taught by the best teachers to all who seek to acquire it, where knowledge so taught is turned to good purposes and where its boundaries are receiving a constant extension. If I may borrow a metaphor from politics, there is no scientific frontier to the domain of knowledge. It is the one sphere where territorial expansion is the highest duty instead of an ignoble greed. Then the ideal University that we are contemplating should be centrally situated ; it should be amply and even nobly housed ; it should be well equipped, and it should be handsomely endowed. In these conditions it would soon create an atmosphere of intellectual refinement and culture ; a moral quality and influence would spring within it, and tradition of reverence would grow up like creepers round its walls."

The ideal so nobly expressed was soon afterwards translated into the phraseology of the legislature in Section 3 of the Indian Universities Act, which received the assent of the Governor-

General on 24 March, 1904, and which was in the following terms :

“The University shall be and shall be deemed to have been incorporated for the purpose (among others) of making provision for the instruction of students, with power to appoint University Professors and Lecturers, to hold and manage educational endowments to erect, equip and maintain University libraries, laboratories and museums, to make regulations relating to the residence and conduct of students, and to do all acts consistent with the Act of Incorporation and this Act, which tend to the promotion of study and research.”

Thus the Indian Universities Act was the outcome of an extensive and searching enquiry into the higher educational needs of the country. The principles embodied in the Act, again, very accurately represented the ideas held at the time by a considerable body of thoughtful men in this country as to what the Universities should do to meet those needs. While the original Act of Incorporation passed in 1857 had proclaimed that the University was established for the purpose of ascertaining by means of examinations, and of rewarding by bestowal of degrees, the persons who had acquired proficiency in different branches of Literature, Science and Arts, the Indian Universities Act of 1904 which was an amending and Consolidating Act, declared that

“the University shall be and shall be deemed to have been incorporated for the purpose of making provision for the instruction of students, with power to appoint University Professors and Lecturers, and to erect and maintain University Libraries, Laboratories and Museums.”

There is a world of difference between the points of view of the two statutes respectively. The Act of Incorporation had defined the University as a knowledge-testing and knowledge-rewarding institution. The Indian Universities Act of 1904 defined it as an agency for the teaching of students and for the promotion of study and research. The Act of Incorporation did not expressly refer to the questions, by what means the students were to become proficient in Arts and Science. The Indian Universities Act on the other hand, in the first place, explicitly dealt with affiliated colleges, which were thus recognised as teaching agencies under the University. In the second place, it most unmistakably emphasised the obligation of the University to impart

instruction on its own account through its lecturers and professors. The statute, of course, did not state directly on what principles the work of teaching should be divided between the University and its affiliated colleges ; but there could be no doubt that colleges were meant to be entrusted with teaching up to a certain stage, while all that lay beyond, all teaching of the most advanced type, and all direct efforts to encourage learning and research were allotted to the University itself. These were the essential features of the new University policy as laid down in the Indian Universities Act of 1904.

The Indian Universities Act came into force on 1 September, 1904. Alexander Pedler, who was the Head of the Educational Department of Bengal, was appointed Vice-Chancellor of the University to carry out the new policy. Pedler, a distinguished scholar and a Fellow of the Royal Society of England, had a leading hand in the framing of the Universities Act of 1904, and in the fitness of things he was appointed Vice-Chancellor of the University of Calcutta, for which the Universities Act was chiefly meant. The reconstituted Senate proceeded to prepare a body of new regulations as required by the Act. But during the two years that Alexander Pedler had been the Vice-Chancellor, the Senate could not come to an agreement regarding the new regulations. When Pedler retired from his office in March, 1906, the University was still at the critical stage of framing its new regulations. It was at this critical juncture in the history of the University that Asutosh Mookerjee was invited to become its Vice-Chancellor, and his tenure of this high office for four consecutive terms extending over a period of eight years from 1906 to 1914, commenced a new era in the history of higher education in Bengal.

Upon the failure of the Senate to complete the work of framing the new regulations within the time prescribed, the Government of India, on 11 August, 1906, on the recommendation of a committee appointed by it of which Asutosh Mookerjee was the chairman, promulgated a new set of regulations which thereupon, became operative and binding upon the Senate of the reconstituted University. It is needless to add that Asutosh Mookerjee, the new Vice-Chancellor, was the author and architect of these regulations. The new system that came into vogue in 1906, was regarded with considerable suspicion and distrust.

The criticism was openly made in the press and on the public platform that the Government was trying to officialise the University and restrict higher education in Bengal. But all such suspicions and misgivings were very soon dispelled by Asutosh's handling of the Act and the regulations. Surendranath Banerjea who was an elected member of the reconstituted Senate at this time has recorded the following opinion about Asutosh as Vice-Chancellor in his autobiography:

"His long familiarity with the Calcutta University, his wide grasp of educational problems and his extraordinary capacity for dealing with them, made Sir Ashutosh the most commanding figure in the University. During the time he was Vice-Chancellor (and he held the office for several years) he ruled the University with a supreme sway; and it is but right to say that he enforced the regulations with a measure of discretion, a regard for all interests, that partly allayed the suspicion and anxiety they had created in the mind of the educated community in Bengal . . . University teaching in the higher departments made a great stride during his Vice-Chancellorship. . . He was a unique figure in the educational world of Bengal and it will be difficult to fill his place".¹

The new regulations marked an epoch in the progress of education in Bengal, and it may be interesting to invite attention to some points of fundamental importance and the principles which underlay them. The first of these points was the control of the University over the affiliated colleges. Under the Act of Incorporation, 1857, as stated before, the sole function of the University was to conduct examinations and confer degrees. Under the new regulations the colleges were regarded as an integral part of the University, and it became the first duty of the University to secure their efficiency. This marked a distinct stage in the widening of the conception of the functions of a university. The University of Calcutta remained no longer a purely examining body. A duty was imposed upon it now to see that the institutions in which candidates were trained, were maintained in a state of efficiency, and were worthy of continued affiliation to the University. The next point of vital importance was the control of the University over the recognised schools. Up till now, by far the largest majority of the schools recognised

¹ Banerjea, S. N. *A Nation in Making*, pp. 181-82.

by the University were practically without any control and supervision. The regulations, therefore, provided for adequate control and supervision of all schools which enjoyed the privilege of presenting candidates at the Entrance Examination. Education in the University was regarded as the development, the amplification of school education, and on some issues, its complement.

The control of the University over the recognised schools was soon put to an acid test. The boys of certain schools at Sirajganj in East Bengal had been guilty of indisciplined conduct in the town, and the Lieutenant-Governor of the province, Bampfylde Fuller, had officially applied to the Syndicate of Calcutta University to withdraw recognition from the schools. Asutosh Mookerjee, the new Vice-Chancellor of the University, pointed out the impropriety of this request to Minto, the Governor-General of India and the Chancellor of the University. Minto agreed with Asutosh, and the Government of India suggested to Bampfylde Fuller the withdrawal of his request to the University. They pointed out to him that if he insisted on taking action by the University, the result would be acrimonious public discussion in the Senate and outside in which Curzon's partition of Bengal and the administration of Fuller would be bitterly attacked, and they thought it most desirable to avoid such a contingency. The Government of India, therefore, preferred to rely upon the new regulations to deal with political movement in schools. The Lieutenant-Governor, Bampfylde Fuller, however, was unmoved, and he asked that either his request should be reconsidered or his resignation be accepted. Minto upheld the contention of the University and accepted the resignation of Fuller. Morley tells us that as Secretary of State for India, he telegraphed concurrence without delay.² Thus the efficacy of new regulations relating to schools was tested in a vital manner, and the University stood vindicated in its conflict with the Lieutenant-Governor of a province.

Another important portion of the regulations dealt with the question of the residence of students. It was the duty of all colleges, not only to promote intellectual discipline among the students, but also to provide for their moral and physical wel-

² Morley, *Recollections*, vol. II, p. 184.

fare. On this ground, regulations for the residence of students were absolutely indispensable and the regulations which were framed in 1906 supplied the need.

FUNDAMENTAL CHANGES

Changes of a fundamental character were introduced by the regulations relating to the various examinations of the University. The regulations, in particular, insisted upon a knowledge of a student's own vernacular and a power to practise composition, as essential at all stages of his career from Matriculation to graduation. This recognition of the claims of the Indian vernaculars was bound to have far-reaching consequences of the healthiest character. As regards examinations other than the Matriculation, thoroughness was demanded as the dominating quality in every study. In the Faculties of Law and Medicine, changes of a fundamental character which were calculated to promote thoroughness, were introduced. In the examinations in the Faculty of Law, this was secured by the introduction of the system of teaching by cases and the holding of classes for the discussion of legal problems, which is now recognised as an effective method in all modern law schools where law is taught as a science. In the case of examinations in the Faculty of Medicine, the period of study for a degree was increased by one year, so as to give time for adequate practical training and hospital duties. A degree in Teaching was instituted to encourage persons who intended to be professional teachers, by turning their attention to the theory and methods of teaching ; lastly, the degrees of Doctorate of Philosophy and Science were introduced for the recognition and promotion of original research.

The regulations which were regarded as of paramount importance, however, in the new system, were those which dealt with the appointment of University professors, readers and lecturers. Chapter XI of the Regulations ordained that "the University shall provide for Post-graduate teaching, study and research in the Faculties of Arts and Science". The University Senate was not slow to realise the responsibility thus cast upon it, and plans were made to transform the examining body into a teaching organisation. The regulations clearly indicated that the University was no longer to be a merely

examining body with power to grant degrees ; it was not even to be merely a federation of colleges ; it was to be these and a great deal more. It was ultimately to be centre for the cultivation and advancement of learning. This was unquestionably the true ideal of a university, and the realisation of this stimulating ideal was placed in the forefront of the new system. Every professor was to be a student, and every advanced student was to be animated by a higher ideal than mere absorption of knowledge. He must make strenuous effort to contribute to the increase of knowledge and the advancement of truth. Unless the University could show a substantial amount of research, produced by the aggregate of its professors, and unless it could show that it had trained a substantial number of able and willing workers to carry on research in the different branches of knowledge, the University could hardly be regarded as approaching the realisation of its ideal. Asutosh Mookerjee in his first Convocation Address delivered as the Vice-Chancellor of the University on 2 March, 1907, gave eloquent and emphatic utterance to this ideal. He said :

“You cannot estimate intellectual work by numerical standards alone. It is absolutely wrong to apply statistics to the case of institutions like Universities where the highest form of knowledge has to be cultivated. It is not the number but the quality of students, it is not the *quantum* of knowledge but the character of the training which is received, that determines the position of the University. It is the paramount duty of the University to discover and develop unusual talent. No University is worthy of its reputation which does not enrol among its professors, men best fitted to advance the bounds of knowledge. No University can rightly be regarded as fulfilling the purpose of its existence, unless it affords to the best of its students, adequate encouragement to carry on research, and unless it enables intellectual power whenever detected, to exercise its highest functions.”

To improve the colleges, to reform the schools, to re-organize the whole system of teaching by which knowledge is brought home to the youth of the nation, to make adequate provision not merely for their intellectual but also for their moral and physical welfare, and last but not the least, to turn the University into a centre of intellectual activity, were the guiding principles of the new regulations which became operative in 1906 after the appointment of Asutosh as Vice-Chancellor. It is sometimes wrongly said, that the post-graduate system of the University was

brought into existence in 1917, but a careful study of the new regulations and the Convocation Addresses delivered by Anutosh Mookerjee from 1907 to 1914 makes it abundantly clear that the ideal of a teaching and research organization was kept steadily in view, and measures were adopted throughout this period to implement this purpose. In the Convocation Address of 1908, the Vice-Chancellor said again :

“The new Regulations which are of fundamental importance, are those for the appointment of University Professors, Readers and Lecturers. They mark an epoch in the history of the University which is no longer to be restricted to its scope of an examining body with power to grant Degrees, but is in future to undertake Post-graduate teaching and ultimately form a centre for the cultivation and advancement of knowledge.”

Under the new constitution, therefore, post-graduate teaching was definitely regarded as one of the highest duties of the University, and the claims of research in all branches of learning were adequately recognised. The Calcutta University Commission presided over by Michael Sadler appreciated the value of the work done by the University under the Act of 1904 and it recorded the following opinion in its report published in 1919:

“The conditions of student life, and the character of the training afforded by the colleges, were thus very materially improved as a result of the Act of 1904 and of the work which it set on foot ; and we desire cordially to recognise the reality and value of these achievements.”

The Commission further testified to “the remarkable expansion of post-graduate teaching under the direct auspices of the University which has been achieved as a result of the new principle laid down in 1904”.³

The Government of India also at this time gave tangible evidence of their desire to help the University in the attainment of this object. The result was that the Darbhanga Building which at the present moment accommodates the University administrative offices, the University Law College and Law Library and also some of the classes of the University Colleges of Arts and Commerce, was erected out of funds contributed by Maharaja Rameswar Singh of Darbhanga, the Government of

³ *Report of the Calcutta University Commission*, 1919, vol. I, pp. 74-76.

India and the University. Simultaneously with the progress of the building operations, arrangements for higher instruction were gradually taken in hand. The Minto Professorship of Economics was established by the Government of India in 1908. The first set of University readers and lecturers was appointed at the same time. Besides the annual grant for the maintenance of the Minto Professorship, the Government of India sanctioned further grants for the benefit of the University College of Law which was founded in 1909. The progress of the University towards the attainment of its cherished goal thus appeared to be smooth, and its expectations were raised by the announcement which was made by Hardinge, the Governor-General of India, in his Convocation Address delivered as the Chancellor of the University on 16 March, 1912. In this address Hardinge announced that the Government of India had decided to make an annual grant of Rs. 65,000, for the appointment of University professors and lecturers in special subjects, and for the encouragement in other ways of higher studies and research. Hardinge said:

"I cannot regard the present facilities for higher studies as at all sufficient, when not a few students who wish to take the Degree of Master of Arts have to be turned away for want of accommodation. That our students are capable of higher work I have no doubt. It is very important that we should turn out good M.A.'s in sufficient numbers; otherwise it will be difficult to find capable lecturers for our colleges, or to provide adequately for research. The Government of India have, therefore, decided to make a solid advance in the direction of teaching and residential Universities. The Calcutta University will receive Rs. 65,000 a year, for the appointment of University Professors and Lecturers in special subjects and for the encouragement in other ways of higher studies and research."

The annual grant of Rs. 65,000 thus made by the Government of India, in 1912, was spent in creating two more professorships, the Hardinge Chair of Higher Mathematics and the King George V Chair of Philosophy, and in making grants to the University Law College and the University library. A part of the money was also utilised for the payment of remuneration to University readers and lecturers. Out of a capital grant of four lakhs of rupees made at the same time, three lakhs were applied towards the construction of the Hardinge Hostel to be attached to the University Law College, and one lakh to the purchase of

books and equipment for the University Library, which was to be housed in the building named after the Maharaja of Darbhanga.

UNIVERSITY COLLEGE OF SCIENCE AND TECHNOLOGY

Shortly after Hardinge had made his announcement at the University Convocation, a notable event happened, which, at the time, had no parallel in the history of University education in India. Taraknath Palit, an eminent lawyer, executed, one after another, two Trust Deeds in favour of the University, the effect of which was to vest in the University, lands and money of the aggregate value of fifteen lakhs of rupees in aid of the foundation of a University College of Science and Technology. Two Chairs, one of Chemistry and the other of Physics were to be maintained out of the income of the endowment. On 8 August, 1913, Rashbehary Ghose, another distinguished alumnus of this University and a renowned lawyer, came forward with an offer of ten lakhs of rupees in furtherance of the scheme for the foundation of the University College of Science and Technology. Four Chairs were to be created out of the income of this splendid endowment, one for each of the subjects, Applied Mathematics, Physics, Chemistry and Botany with special reference to Agriculture.

For reasons of its own, the Government of India of the day, which, at an earlier stage, had given unmistakable indications of a desire to help the University to develop into a teaching and research organization, seemed, to all appearances, to have lost interest in the further growth of the institution. Repeated requests of the University for financial assistance from public funds were turned down by the Government. The University, however, had made its decision to establish a College of Science and Technology ; it could not very well disavow the gifts accepted from Taraknath Palit and Rashbehary Ghose and retrace the steps. The scheme for the foundation of a University College of Science and Technology could not be abandoned, as the acceptance of the generous gifts of Palit and Ghose had placed the University under an obligation to provide for laboratories, workshops and other equipments. The foundation stone of the building designed for the University College of Science

was accordingly laid on 27 March, 1914, and the University proceeded to meet the cost of erection from its reserve funds. It was in the midst of these difficulties that Asutosh Mopkarjee laid down his office as Vice-Chancellor on 31 March, 1914, after a very eventful tenure of office extending over eight years. In his Convocation Address delivered on 28 March, 1914, on the eve of the relinquishment of his charge, Asutosh frankly confessed that he had "moments of deep anxiety" regarding the future of the University. He said that he had assumed office eight years ago at a time when, after a strenuous and protracted effort, the Senate had failed to complete the new regulations required to be framed by the Indian Universities Act, and the first duty that devolved upon him was to preside over the deliberations of a special committee appointed to frame a complete body of new regulations for promulgation by the Government of India. The next urgent task was actually to reshape the life and working of the University, on the basis of what had been settled in theory. The task could be characterised in one brief sentence as one of thorough reorganization, reform and revolution. This task he voluntarily and gladly undertook "for the perennial welfare of his *Alma Mater*". Reforms of the most incisive kind were carried through in every department of University life during these eight years. The eight years (1906-1914), in truth, were years of unremitting struggle for the fulfilment of the ideal of a "Teaching University of Calcutta". The address ended on a personal note. The Vice-Chancellor said:

"For years now, every hour, every minute I could spare from other unavoidable duties—foremost among them the duties of my judicial office—has been devoted by me to University work. Plans and schemes to heighten the efficiency of the University have been the subject of my day dreams, they have haunted me in the hours of nightly rest. To University concerns I have sacrificed all chances of study and research, possibly, to some extent, the interests of family and friends, and certainly, I regret to say, a good part of my health and vitality. Sympathy has failed us in quarters where we had a right to demand it, and where we confidently reckoned on it."

But he was not despondent about the future of the University. He continued,

"The sister Universities (in India) are eager to imitate and emulate what we have boldly initiated. I feel that a mighty new

spirit has been aroused, a spirit that will not be quenched, and this conviction, indeed, is a deep comfort to me at the moment when I take leave from work dear to me for so many weighty reasons. The workers pass away ; the solid results of their work remain and fructify. I thus bid farewell to office not without anxiety for the future of my University, but yet with a great measure of inward contentment."

Thus ended a very eventful epoch in the reorganization of the University of Calcutta.

The relations between the University and the Government of India of the day did not improve during the regime of the next Vice-Chancellor, Devaprasad Sarvadhikary. Repeated requests of the University for financial assistance did not impress the Government of India, and at last a reply reached the University in 1915, intimating that funds from the Government would not be forthcoming in the near future. This gave abundant indication that the attitude of the Government, which had already passed from the domain of sympathy into that of apathy, had begun to advance into the region of antipathy. The result was an ever-recurring controversy between the University and the Government of India. Ultimately, the situation became so acute that in 1916, upon the insistent request of Carmichael, Governor of Bengal and Rector of the University, the Government of India in which Chelmsford was the Governor-General, and Sankaran Nair was the Education Member, appointed a committee under the chairmanship of Asutosh Mookerjee to review the arrangements for post-graduate teaching in the University of Calcutta. On 12 December, 1916, this committee submitted a unanimous report which outlined a scheme for the consolidation of post-graduate studies within the University. The committee included scholars and administrators of distinction, such as Professor Praphullachandra Ray, Professor Brajendranath Seal, Professor C. J. Hamilton, Principal George Howells, Dr. Henry Hayden, W. W. Hornell, G. Anderson and Principal W. C. Wordsworth.

POST-GRADUATE TEACHING

The report of this committee marked a new stage in the history of the foundation and development of a great teaching and research university in Calcutta. The committee recommended that the control of higher teaching in arts and science

should be placed entirely under the University. The lack of a cultural organization whereby the University and its colleges could be brought into contact with each other rendered concerted action between them almost impossible. The committee, therefore, recommended that the affiliation of colleges in Calcutta for M.A. and M.Sc. work should cease and that the organization of post-graduate instruction of all kinds should be considered to be the duty of the University. While recommending that the control of higher teaching should be vested in the University, the Committee did not desire to suggest that the staffs of the colleges should confine their attention to undergraduate work. Indeed, the Committee went so far as to say that the association of the colleges not only in the actual teaching but also in the work of organising the higher teaching of the University was an essential factor of the scheme which tried to reconcile the legitimate claims of the colleges with the concentration of higher teaching under the control of the University. In this connection, the committee felt that the appointment of a whole-time and salaried University staff was necessary. Variety of treatment in higher teaching was regarded as essential, and association of the general public with the higher work of the University was recommended. Tutorial instruction and individual attention to students were to be the corner-stone of the new edifice. The Committee said:

"All students gain inestimably from an intimate association with a teacher of ripe experience and scholarly habits who will not only assist him in solving difficulties but also inculcate in him the proper habits of study and thought. We would yet again express our meaning in the words of the London University Commission's report. It is the personal influence of the man doing original work in his subject which inspires belief in it, awakens enthusiasm, gains disciples. 'Any one' says Helmholtz, 'who has once come into contact with one or more men of the first rank must have had his whole mental standard altered for the rest of his life.' Lectures have not lost their use, and books can never fully take the place of the living spoken word. Still less can they take the place of the most intimate teaching in laboratory and seminar which ought not to be beyond the range of the ordinary course of a university education, and in which the student learns not only conclusions and the reasons supporting them, all of which he might get from books, but the actual process of developing thought, the working of a highly trained and original mind."

The Committee for post-graduate teaching, therefore, were anxious to provide arrangements by which all students in arts and science, would receive, some individual attention. In conclusion, the Committee put forward its proposals in the form of two fundamental principles: (a) An intimate association and co-operation between the college and the university staffs in the interests of all concerned, and for the development of higher teaching. (b) The constitution of a suitable organization within which these teachers would be enabled, by discussions among themselves, efficiently to conduct the teaching and examination of graduates. This could be achieved by the creation of two councils vested with full powers for the control and organization of post-graduate teaching in arts and science in Calcutta, *viz.*, the Council of Post-Graduate Teaching in Arts and the Council of Post-Graduate Teaching in Science.

The Government of India subsequently intimated to the University that if the Senate approved of the scheme, they would be prepared to accord their sanction to it. The matter was elaborately discussed by the Senate on 17 March, 31 March, 14 April and 16 April, 1917. After a protracted debate, the Senate not only adopted the principles formulated in the report, but also framed regulations with a view to carry them into immediate execution. Carmichael, then Rector of the University, added the weighty authority of his judgement and experience in favour of the recommendations. Ronaldshay, the next Governor of Bengal and the Rector of the University, approached the problem with an open mind, and after independent examination, arrived at the conclusion that the new system proposed to be inaugurated by the Senate was sound in principle and merited support. The result was that on 26 June, 1917, the Government of India accorded their sanction to the regulations for post-graduate teaching in various branches of Arts and Science. The new authorities were constituted within two months, and the system was brought into operation on 1 September, 1917.

In fulfilment of the obligation imposed by the new regulations on the University authorities to provide for post-graduate study and research in the Faculties of Arts and Science, they had to arrange for work in twenty distinct departments of knowledge. Criticism was directed against departments where the students were necessarily limited in number and it was urged

almost in a spirit of complaint that it was colossal folly to provide for instruction in subjects of this character. But the criticism was ill-informed and unjust. Subjects like Sanskrit, Pali, Tibetan, Ancient Indian History and Culture and Indian Vernaculars had to be given special attention in an oriental seat of learning. The Calcutta University Commission presided over by Michael Sadler in its report published in 1919 recognised the value of the achievements of the post-graduate department of the University, and testified to "the remarkable expansion of post-graduate teaching and new standards of method in university teaching under the direct auspices of the University."⁴ The Sadler Commission recommended that, apart from all questions of reconstruction of the University, a grant of Rs. 1,25,000 a year should be immediately made by the Government with a view to increase the salaries of the members of the post-graduate staff. One of the staunchest admirers of the post-graduate organisations at this time was Ronaldshay, who was then Chancellor of the University. In his Convocation Address delivered as Chancellor on 18 March, 1922, he said :

"The greatest landmark in the history of the University in recent years is undoubtedly the creation of the Council of Post-graduate studies. I had visions of a modern Nalanda growing up in this the greatest and most populous city of the Indian Empire."

The Calcutta University Commission, further, recommended that as many as twenty-seven new departments of studies, not represented in the University of Calcutta or its colleges, should be established and that teaching in those branches ought to be undertaken if funds permitted. Again, the Commission suggested the creation of Chairs for subjects like Indian Philosophy and Religion, Vedic Language, Literature and Culture, and Indian Anthropology. The list is plainly not exhaustive, and further recommendations on similar lines were made by the Commission for other branches of study as well. All over India there exist vast masses of unexplored historical material in many languages. The history of India cannot be fully explored until these are properly utilised. They are not made effectively available merely by throwing open the archive-rooms to scholars

⁴ *Report of the Calcutta University Commission, 1919*, vol. I, p. 76.

What is necessary is that all the most valuable materials should be printed and translated into English. This work can only be carried out by the universities, and the Calcutta University Commission suggested the production of a great series of *Monumenta Historica Indica* like the Rolls Series and the Record Office publications in England. India needs nothing more than a wide diffusion of that sanely critical spirit in dealing with men and institutions which historical investigation should create. This is one of the greatest functions of a university: that of stimulating and promoting research. Every university must see that its teachers and graduates have access to the means of independent investigation, if for no other reason, for the maintenance of its own intellectual vitality. The Calcutta University Commission, therefore, supported the existing post-graduate system which had aroused a new spirit of enquiry and research in the country. The verdict of the Commission was—"the existing post-graduate scheme will have to be continued until the new scheme is brought into working order, and help is needed for this purpose."

The Universities Commission of 1902 presided over by Thomas Raleigh, at that time the Law Member of the Governor-General's Council, and Vice-Chancellor of the University, in the final words of their report declared that unless by Government aid or otherwise the financial position of the universities could be materially strengthened, the prospect of any thorough change for the better must be indefinitely postponed. The conclusion of the Calcutta University Commission in 1919 was the same. A new educational outlook was sorely needed all over the country. But this reform could not be achieved without larger funds. The action of the Government in this matter was indispensable. What the Commission proposed might at first sight appear too exacting a burden upon the public revenues. But their belief was that the expenditure which they recommended would be remunerative, not only in its effect upon the deeper sources of moral strength but also upon the economic welfare of the country and upon its civic and industrial initiative. The Commission felt that "Bengal required types of education which would make the individual more productive and enhance the social and economic well-being of the whole people". If it were urged that the tax-payers of Bengal were too poor to be able to pay for the ad-

vantages of such an improved education, the answer of the Commission was that "Bengal was too poor to be able to afford the waste of ability which was caused by the present system". It squandered her most valuable asset, which is the brain power and moral vigour of her sons ; in a grave degree it failed to turn their great abilities towards the most socially useful ends ; it did little to train their powers of initiative and to inculcate independence of mind and judgement. The Commission, therefore, recommended adequate expenditure of public funds for a change which would help in getting rid of these shortcomings in the prevailing system of education. "Such expenditure of money" in the opinion of the Commission, "would, in the long run, be an economy, as well as in other ways, a boon to Bengal ; and, through Bengal, to India and the world".

FINANCIAL DIFFICULTIES

The Government of India had, at great cost, appointed the Commission to prepare a plan for the reconstruction of the University. The inference might legitimately be drawn that the Government were prepared to make provision for the requisite funds, and this was confirmed when Chelmsford, as Chancellor of this University, announced in his Convocation Address on 16 December, 1918, that "if the Commission were unanimous in their main recommendations, he would lose no time in giving effect to them". But this promise was not redeemed in the years following. The Government did nothing to implement the recommendations of the Commission regarding the University of Calcutta, though the Commission had been appointed primarily and explicitly for the reform and reorganization of that University. Precisely at this juncture, when the teaching activities of the University were being consolidated, there occurred a series of untoward events which crippled the finances of the University to a very great extent. The successive creations of the Universities of Patna, Dacca and Rangoon led to further financial loss of the University of Calcutta. There was at the same time no prospect of adequate financial aid from the public funds, and, in these circumstances, the Syndicate resolved to take steps to secure an increase in the fee income. Proposals were brought forward before the Senate and were

adopted after discussion. The Government of India, however, sanctioned only a portion of the recommendations. At length, during the early months of 1921, after the passing of the Government of India Act, 1919 by the British Parliament, the Government of India decided to divest themselves of all responsibility in connection with the University and to hand over the institutions to the Government of Bengal. This was carried out by legislation, which came into force on 27 March, 1921. It should be pointed out that while this momentous step was taken, the Government of India, although fully apprised from time to time of the critical financial position of the University, did not make suitable arrangements to enable the Government of Bengal to meet the financial liability, inseparable from the question of reconstruction of a great and growing University.

The early months of the year 1921 were a period of great political excitement in the whole of India. The Non-co-operation Movement of the Indian National Congress threatened the existence not merely of the Government but also of the established educational system of the country. In this crisis, Ronaldshay in his Convocation Address delivered on 24 March, 1921, invited Asutosh Mookerjee to accept once more the Vice-Chancellorship of the University. Asutosh, as we have already seen, had acted as the Vice-Chancellor for four consecutive terms extending over a period of eight years from 1906 to 1914, and in that capacity he had devoted all his immense energies, his organising genius, his extraordinary talents and his administrative powers to the development of the University as a home of advanced learning and as a teaching organisation. The offer of Ronaldshay was accepted by Asutosh whom he described as "an Indian among Indians". Ronaldshay further said that "the effect of the impending change would be complete Home Rule in the matter of University education". "No man", in Ronaldshay's opinion, "was better qualified so to mould the future of the University as to make it a national University in the best and truest meaning of the word". This was an attractive offer. Asutosh could not decline this offer in the crisis of 1921. The ideal of "Home Rule in Calcutta University", and the opportunity of transforming it into a "national University" had an irresistible fascination for him. Moreover, he thought that his acceptance of the offer of Vice-Chancellorship in this unprece-

mented crisis would evoke feelings of gratitude in Government circles. But he was soon disillusioned. Neither the Government of India, nor the Government of Bengal did anything to further the recommendations of the Calcutta University Commission, or to help the post-graduate department during the two years that Asutosh served as Vice-Chancellor of the University. On the other hand, during these two years (1921-1923) the relations between the Government and the University became still more strained. Ronaldshay's solemn assurance of "Home Rule" in the University, or the promise to transform it into a "national University" became very soon a dead letter. The "visions of a Modern Nalanda" which he saw in the University of Calcutta soon disappeared. They vanished like day dreams with the retirement of Ronaldshay from the office of the Governor of Bengal and the Chancellor of the University.

The Government of Bengal which became the legal inheritor of the Government of India in regard to the Calcutta University in March, 1921, did nothing to remove the financial difficulties of the University. Repeated requests of the University drawing the attention of the Government to its "critical and embarrassing financial position" remained unheeded. On the other hand, unsympathetic and hostile critics in the newly formed Bengal Legislative Council and even the responsible Minister of Education in the Province, Provaschandra Mitter, brought forward the grave charge that the expansion of higher teaching in the University furnished evidence of "criminal thoughtlessness" and that the University was guilty of "thoughtless expansion". The situation reached its climax in 1922. Two committees appointed by the Senate, deliberating under the Chairmanship of the Vice-Chancellor, Asutosh Mookerjee, dealt with the charges framed by the Minister of Education and the hostile members of the Bengal Legislative Council. The reports of these two committees published in April and July, 1922, proved beyond doubt that the charges were all groundless. Besides Asutosh Mookerjee, the members of these two Senate Committees were, Nilratan Sircar, Principal Girishchandra Bose, Asutosh Chaudhuri, Professor Hiralal Halder, Principal J. Watt, Principal George Howells, Bidhanchandra Roy and Jatindranath Maitra.

At last, on 23 August, 1922, the Government of Bengal wrote

a letter to the University intimating that the Government would grant a financial assistance to the University of Rs. 2,50,000, subject to certain conditions. The University, in the meanwhile, was faced with a total deficit of over five lakhs of rupees, and the salaries of the post-graduate teachers remained unpaid for several months. The Senate, on 9 September, 1922, appointed a strong and representative committee to examine the letter of the Government together with the conditions sought to be imposed. This committee consisted of Asutosh Mookerjee, Vice-Chancellor, Nilratan Sircar, formerly Vice-Chancellor of the University, Principal Girishchandra Bose, Professor Praphullachandra Ray, Father F. X. Crohan, Principal George Howells, Bidhanchandra Roy who subsequently became Vice-Chancellor, Calcutta University and is at present Chief Minister of West Bengal, Kaminikumar Chanda, formerly Member of the Imperial Legislative Council, and Jatindranath Maitra, Member, Bengal Legislative Council. There were as many as eight conditions in the Government letter of 23 August, all of which disclosed a lamentable spirit of distrust. These conditions, in truth, indicated a desire on the part of the Government to utilise the then financial embarrassment of the University to obtain control over its affairs in a manner not contemplated by the Act of Incorporation, 1857, and the Indian Universities Act, 1904. One of the conditions sought to be imposed, was that the actual receipts and expenditure under every fund should be "submitted" to the Government of Bengal *every month*. Then, the first condition which the University was required to fulfil was "that no further expansion involving financial responsibility would be undertaken by the University until their financial position showed an improvement". This was unmitigated distrust, and the appropriate course for custodians of the public funds "would have been not to make a grant at all, rather than make a grant clogged with conditions of this description". The committee, therefore, saw no escape from the conclusion that the acceptance of the conditions proposed were "not merely undesirable but also impracticable". In rejecting the suggestions and conditions conveyed in the Government letter, the committee urged the Government to bear in mind the statesmanlike policy enunciated by Herbert Fisher, as Minister of Education in Great Britain, at that time. This policy was strongly supported by the Royal

Commission on the Universities of Oxford and Cambridge, 1922. Fisher said:

"No one appreciates more fully than myself the vital importance of preserving the liberty and autonomy of the Universities. The State is, in my opinion, not competent to direct the work of education and disinterested research which is carried on by Universities, and the responsibility for its conduct must rest solely with their Governing Bodies and Teachers. This is a principle which has always been observed in the distribution of the funds which Parliament has voted for subsidising University work; and so long as I have any hand in shaping the national system of education, I intend to observe this principle."

The report of the Government Grant Committee appointed by the Senate on 9 September, 1922, was discussed at a full meeting of the Calcutta University Senate on 2 December, 1922. Professor Praphullachandra Ray took upon himself the task of moving the adoption of the report in the Senate on that fateful day. He said emphatically that the supreme issue which confronted the University on that occasion was its autonomy and freedom, and the University must not barter away its freedom for a "mess of pottage". Praphullachandra grew even more eloquent. He expressed himself as follows:

"I think we had better show a bold front. The conditions which have been imposed are so humiliating, so gallingly derogatory to our self-respect, that we had better close down the concern, lock up the gates of the University and go about the country for support. It appears that the Government has actually abdicated its function. We cannot put up with this state of things. Let the Government abdicate its function if it likes. I must play the role of the professional beggar. A grave crisis is looming large in the horizon of our national intellectual progress. We are threatened with a national disaster. So it behoves us to take concerted action and try our best to avert the calamity; we should gird up our loins and see that the noble heritage which has been granted to us is not bartered for a mess of pottage. I feel very strongly on this occasion. In the evening of my life I thought I might hand down to our successors the lamp which we have been able to light so very dimly, so that it might burn very brilliantly. That feeble light is about to be extinguished. That is the reason why on this occasion I have not been able to keep my vow of silence. We shall not go down on our knees. We are not to cry *peccavi*. We are not charity boys. We are not Oliver Twists."

These were stirring words of the old Bengali chemist. Asutosh Mookerjee who presided over the debate as Vice-Chancellor, said in his closing address: "This is the greatest crisis in the history of this University, which I have witnessed during a period of 34 years." But he was undismayed. He asked the Senate unhesitatingly to reject the Government offer, because the conditions "which were proposed were the badges of slavery". It was an impassioned address that was delivered by the Vice-Chancellor to the members of the Senate and through the Senate, to the people of Bengal. He concluded by saying:

"Take it from me that as long as there is one drop of blood in me, I will not participate in the humiliation of this University. This University will not be manufactory of slaves. We want to think truly. We want to teach freedom. We shall inspire the rising generation with thoughts and ideas that are high and ennobling. We shall not be a part of the Secretariat of the Government. What is the offer? Two and a half lacs! And you solemnly propose that we should barter away our independence for it. What will Bengal say? What will India say? What will the Post-graduate teachers say? They will resign to-morrow. They will go into banishment rather than take money under those humiliating conditions. What will posterity say? Will not future generations cry shame, that the Senate of the Calcutta University bartered away their freedom for two and a half lacs of rupees? We will not take the money. We shall go from door to door all through Bengal. We shall rouse the public conscience of Bengal. Our cause is just and we shall not submit to humiliating conditions. Our Post-graduate teachers would starve themselves, rather than give up their freedom. I call upon you, as members of the Senate to stand up for the rights of your University. Forget the Government of Bengal. Forget the Government of India. Do your duty as Senators of this University, as true sons of your *Alma Mater*.

Freedom first, freedom second, freedom always—nothing else will satisfy me."

The motion was put to the vote and carried *nem con.*, none voting against it. Thus ended on 2 December, 1922, a chapter of significance in the relations between the University of Calcutta and the Government of Bengal.

NEW DIFFICULTIES

The year 1923 opened with gloomy forebodings about the future. In addition to the financial difficulties of an unprece-

dented character, the University was threatened by reactionary legislative proposals of the Government of Bengal. These were embodied in two Bills for the reform of the University and the creation of a Board of Secondary Education. These Bills were not published for public criticism, and they were sent by the Chancellor of the University, Lytton, confidentially to the Vice-Chancellor, Asutosh Mookerjee. The University Senate at its meeting on 23 January, 1923, appointed a fairly big and representative committee to make a detailed examination of the provisions of these two Bills and to submit a report as early as practicable. Asutosh was appointed Chairman of this committee. On 10 February, the Senate had to meet again to consider a letter from the Government of Bengal, forwarding two more University Bills framed by Surendranath Mallik and Jatindranath Basu, non-official members of the Bengal Legislative Council. These two Bills were necessarily referred to the committee appointed by the Senate on 23 January, 1923, for consideration. On the same day a special meeting of the Senate adopted the first part of the report of the committee on the Government Bills, and requested the Chancellor to intimate to the Government of Bengal, that in the opinion of the Senate the proposals contained in the draft Government Bills, should be made known to the public at once before the Governor-General of India accorded his sanction to the Bills. On 24 February, 1923, the Senate met again to consider the report of the committee on the Mallik and Basu Bills. The clear findings of the committee in regard to these two Bills was that their object "was not educational but political". The committee unhesitatingly declared that the effect of the proposed legislation would be "to secure the supremacy of the Minister of Education in University affairs". "This," the committee affirmed without hesitation, "was a radically wrong ideal". The Government Bills and the non-official Bills were further open to the objection that they made a fundamental departure from the recommendations of the Sadler Commission which was set up for the reform of the University of Calcutta and that they made no provision for the financial assistance to the University. The committee was, therefore, against fragmentary legislation which was not only of very doubtful value, but which might in the end seriously prejudice the cause of

educational development in Bengal. In conclusion, the committee said that the non-official proposals for reform derived their inspiration from the same source, and "the attempts at emendation were perhaps due not to accidental coincidence, but were traceable to a common archetype".

The Government Bills practically kept the University Syndicate and Senate busy throughout the year 1923. On 24 March, 1923, Asutosh Mookerjee in his last Convocation Address delivered as the Vice-Chancellor of the Calcutta University, gave forceful utterance to the view that there was "a determined conspiracy to bring the University into disesteem and discredit", and "the intended measures were detrimental to the spread and development of education among our people on the right lines". Lytton, the Governor of Bengal and Chancellor of the University had no doubt, made his announcement before Legislative Council that his Government was determined to press on with its projected legislation for University reform at the earliest possible opportunity. But the views of the Senate in this matter were not fully considered and Asutosh challenged the Governor and the Government of Bengal "to make accessible to the public all the documents and correspondence on the subject, so as to lay bare the full development of the scheme in all the successive stages". The enormous correspondence which Asutosh carried on with the Chancellor in regard to University reform in the months of November and December 1922 and in the early months of 1923, has not yet been officially published, although that correspondence constitutes an eventful and instructive chapter in the history of the University of Calcutta. In this correspondence, Asutosh never made secret of his deep-rooted conviction that the best interests of the nation imperiously demanded an autonomous University, disentangled from the meshes of politics. He stood unreservedly by the doctrine that education should be the policy of a nation and not its politics. Freedom was its very life-blood, the condition of its growth, the secret of its success. The University, in his opinion, was now in the midst of the greatest crisis that ever faced that institution. He, therefore, tried to emphasise that nothing could be more unwise than to force so momentous a measure of reform without giving full opportunity to the University to express its considered opinion. The conclusion of the last Con-

vocation Address of the great Vice-Chancellor was a clarion call to his fellow graduates in the University :

“Turn back to your *Alma Mater* with filial piety and attachment. Councils will come and go ; ministries will blossom and perish ; parties will develop and disappear. But your University, my University, will live on for ever, if her children by thousands and tens of thousands stand by her with steadfast loyalty and devotion, alike in her days of triumph and affliction.”

For some time past, Lytton had been thinking of gaining the support of Asutosh for the University Bills by offering another term of Vice-Chancellorship to him. On 24 March, 1923, the day of the annual Convocation, Lytton committed the greatest blunder by writing a letter to Asutosh in which he offered him the Vice-Chancellorship of Calcutta University on certain conditions. Lytton wanted an assurance from Asutosh that he would “exchange an attitude of opposition for one of wholehearted assistance”. He wrote further: “If you can give an assurance that you will not work against the Government or seek the aid of other agencies to defeat our Bill, then I am prepared to seek the concurrence of my Minister to your re-appointment as Vice-Chancellor”. The letter also contained serious charges against the conduct of Asutosh as Vice-Chancellor. These were :

“Hitherto you have given me no help ; you have on the contrary used every expedient to oppose us. Your criticisms have been destructive rather than constructive ; you have misrepresented our objects and motives, and instead of coming to me as your friend and Chancellor with helpful suggestions for the improvement of our Bill, you have inspired articles in the press to discredit the Government. You have appealed to Sir Michael Sadler, to the Government of India, and the Government of Assam to oppose our Bill. All this has been the action not of fellow-worker anxious to improve the conditions of co-operation between the Government and the University.”

Lytton thought that this letter would have the desired effect ; that it would be a kind of discipline to Asutosh. But unfortunately Lytton had not taken a sufficiently comprehensive view of Asutosh's character. His support could not be obtained by a bullying and hectoring letter nor could it be purchased by the offer of Vice-Chancellorship for another term. Asutosh valued the post of Vice-Chancellor, it is true, but this was due

to his all consuming passion for the good of the University which he loved so dearly. He was no applicant for the post at any cost. On 26 March, 1923, within two days of the receipt of the letter of Lytton, Asutosh wrote back: "There are expressions in your letter which imply that I am an applicant for the post and I am in expectation of re-appointment. Let me assure you that if you and your Minister are under such an impression, you are entirely mistaken". Asutosh could not give the pledge which Lytton demanded, and he unhesitatingly declined the insulting offer which was made to him. In so doing he made his position and the position of the University Senate perfectly clear. Asutosh told Lytton that his entire correspondence with him since the month of November, 1922, on the subject of University Legislation clearly showed that he and his colleagues on the Senate made a desperate effort to convince Lytton that the University Bills framed by the Government, were open to grave objections, and they should not be adopted as Government measures before a full and searching enquiry. But the appeals and protests of the University were totally disregarded. In this letter again, Asutosh emphatically maintained that he was compelled to appeal to Michael Sadler, to the Government of Assam and finally to the Government of India, because the Government of Bengal, notwithstanding the advice of the Senate, uncere- moniously rejected the recommendations made by the Commis- sion over whose deliberations Michael Sadler presided. This he had to do in the best interests of the University and of the country. As regards the charge of Lytton that he inspired arti- cles in the Press to discredit Lytton's Government, Asutosh asserted that this was a libel, and he challenged Lytton to pro- duce evidence in support of this unfounded allegation. Finally, Asutosh said: "If you have the courage to publish to the world all the documents on the subject and the entire correspondence which has passed between us, I shall cheerfully accept the judg- ment of an impartial public." These documents and this cor- respondence between Lytton and Asutosh as already stated, have not yet been officially published.

The next Vice-Chancellor of the University, Bhupendranath Basu, assumed office in April 1923. At a meeting of the Senate over which he presided, on 9 June, 1923, he paid a glowing tribute to the work and achievements of Asutosh in the reconstruction

of the University. Addressing Asutosh in the Senate meeting the new Vice-Chancellor said: "You, Sir, have built for us a temple, which, whatever may be the fault in its execution, is grand in design and conception, and which will for ever command the respect and admiration of our country and of succeeding ages. You have devoted to it industry, ability, genius and above all, a love for the youth of our country which none can excel and few can emulate. I shall frankly confess, notwithstanding your words of encouragement, that I feel somewhat diffident, when I find that I have to follow in your footsteps in the task, which I have undertaken".

UNIVERSITY LEGISLATION

The two most formidable problems confronting the University were still financial difficulties and University legislation. The desperate financial situation of the University was eased, to a certain extent, during the regime of the new Vice-Chancellor, Bhupendranath Basu, who enjoyed the confidence of Lytton and the Government of Bengal in the Ministry of Education. But the problem of University legislation kept the University, Syndicate and Senate busy till the sudden death of Asutosh Mookerjee. The Government of Bengal wanted to discuss legislation with the University on the basis of the two Bills which failed to obtain the support of Michael Sadler or the approval of the Government of Assam or that of the Government of India. But the University insisted that legislation should be considered *de novo* without any strings attached to it. It also maintained that legislative proposals without adequate financial guarantees and departing radically from the recommendations of the Sadler Commission should not be entertained. The months of June, July, August and September in the year 1923 were spent in exploring the avenues of settlement between the Government and the University. The quest for a formula of settlement continued with unabated efforts during these months. At first, there was a conference at the Government House on 12 July, 1923, in which Lytton as Chancellor met the members of the University Senate, and explained to them the objects of University legislation. This conference was followed by talks, other conferences and committees in regard to the

reform of the University. One thing however that emerges clearly out of these discussions is that there were unmistakable signs of distrust on both sides. It seems that there was no common ground between the Government and the University in the task of proposed legislation. At last, on 29 September, 1923, the University, on the motion of Rev. W. S. Urquhart who subsequently became Vice-Chancellor of Calcutta University, appointed a fairly representative committee consisting of the Vice-Chancellor Bhupendranath Basu, Asutosh Mookerjee, Nilratan Sircar and some other members to deal with the question of University legislation. Pramathanath Banerjee, who became afterwards, Vice-Chancellor of the University, was appointed Secretary to this committee. The committee was the result of a conference in which delegates of the University, delegates of the Government of Bengal, and representatives of the Government of Assam and of the Government of India, participated. The suggestion was made in the conference that a University committee should be appointed to formulate clearly the views of the University and to arrange details which would meet the wishes of the University. This committee it seems, did not submit its report. The work of this committee was hampered by the continued illness of the Vice-Chancellor Bhupendranath Basu, and finally its deliberations were brought to an end by the sudden and unexpected death at Patna, of Asutosh Mookerjee on 25 May, 1924, which created an unprecedented crisis in the affairs of the University.

The death of Asutosh Mookerjee in 1924 marked the close of a chapter in the history of the University of Calcutta. That epoch opened with the Indian Universities Act passed in 1904 and very soon Asutosh was invited by Minto to undertake the gigantic task of reconstruction of the University in accordance with the provisions of that Act. The Indian Universities Act had a hostile reception in the country ; it was regarded as an attempt on the part of the alien Government to officialise the universities in India. But Asutosh was not slow to recognise that there was, in any event, one redeeming feature in the Act of 1904, and that was the constructive attempt made by Curzon, the author of the Act, to effectuate the reform of the Indian Universities. When Asutosh relinquished the office of Vice-Chancellor in 1914, after an unprecedentedly long term of eight

years, foundation had been laid on a generous scale for the ultimate establishment of a great teaching and research University in Calcutta. During the next ten years, this object was steadfastly kept in view, and the edifice of a great post-graduate organisation in Arts and Science was gradually erected. Plans for reconstruction were neither casual nor accidental. They were undertaken in fulfilment of the obligation imposed by the new regulations on the University in 1908 and 1917. They had their solid basis on the rock of a definite conception of the true function of the University in the life of the nation. In the annual Convocation Address delivered as Vice-Chancellor, on 18 March, 1922, Asutosh gave forceful utterance to this conception :

“To my mind the University is a great store-house of learning, a great bureau of standards, a great workshop of knowledge, a great laboratory for the training as well of men of thought as of men of action. The University is thus the instrument of the State for the conservation of knowledge, for the discovery of knowledge, for the distribution of knowledge, for the applications of knowledge, and above all, for the creation of knowledge-makers.”

For thirty-five years, from 1889 when he became a member of the Syndicate to 1924, the year of his death, Asutosh worked unceasingly for this ideal. Few men of our time can be more truly said to have lived for the sake of his work. Of that work the University of Calcutta with its post-graduate departments of Arts, Science and Technology was from the beginning, and remained to the end, the centre and the inspiration. To the development of that work which needed his vigilant and unremitting attention, he sacrificed, as he once said in his Convocation Address in 1914, a great part of his strength and vitality, as also those opportunities of scholarly research which he valued so highly. To the last day of his life, plans and schemes to heighten the efficiency of the University had been the subject of his day dreams ; they had haunted him, as he himself proclaimed, in the hours of nightly rest.

The importance of the great work done by Asutosh in the re-organization of the University was given a tardy recognition by an unsympathetic and some times a hostile Government. Ronaldshay, the Governor of Bengal, in his Convocation Address delivered on 24 March, 1921, frankly and openly,

praised the post-graduate courses of study recently introduced in the University. He said :

“Surely you must be proud of the splendid attempt which is being made here to render to Indian civilization and culture the homage which is its due. Teaching of the highest order, along with research work by Indian scholars of repute, is being carried on in a number of subjects. Surely the gratitude and support of every Indian, who truly loves his country, is due to the man, who has done so much for Indian learning. That man is himself an Indian among Indians, Sir Asutosh Mookerjee.”

Lytton, the next Governor of Bengal and Chancellor of the University, at first took up, as we have seen, an unsympathetic and even hostile attitude towards the reforms of Asutosh. But after the demise of that great man Lytton felt it necessary to pay an eloquent and generous tribute to the memory of Asutosh and his great work in the University of Calcutta. Presiding over a special meeting of the University Senate convened for the purpose of mourning the demise of Asutosh, on 14 June, 1924, Lytton said that he wanted to forget that he and Asutosh were ranged as antagonists on the question of University reform. The feelings and thoughts uppermost in his mind on that occasion were the following :

“We have assembled under the shadow of a great disaster, we stand in the presence of death, and with bowed heads and heavy hearts we have come to mourn the loss of our University’s greatest son . . . Sir Asutosh Mookerjee, was the most striking and representative Bengali of his time . . . The University of Calcutta, as it stands to-day, bears the indelible impress of his 35 years of devoted labour. What the University is to-day is the result of Sir Asutosh Mookerjee’s work . . . The Post-graduate Department of this University was the outstanding product of Sir Asutosh’s great career . . . For many years, Sir Asutosh was in fact the University, and the University Sir Asutosh.”

Lord Lytton reminded the members of the Senate that the greatest achievement of Asutosh Mookerjee’s life was the transformation of Calcutta University into a centre of advanced instruction and research. Lytton, therefore, said with genuine feeling :

“This was the work nearest his heart, the work on which he spent his energies to the very limit of his endurance, and what worthier memorial to his memory can we conceive than an endowment of that Post-graduate Department which he created. Let each

one of us severally resolve that this cherished creation of his life shall not suffer because he has left us . . . Let the foundation-stone of that temple of reconciliation be a joint and common purpose to receive the teaching University of Calcutta as a sacred trust from his dying hands, and in the years to come, whatever changes may be found essential in the general organisation of the University, to allow nothing to threaten its stability, its prosperity, its freedom, or its future development."

These were generous words uttered with a ring of sincerity by the Governor of Bengal and Chancellor of the University. This important and difficult task of stabilizing the post-graduate department, and ensuring the financial prosperity and future development of the University with its freedom unimpaired, devolved upon the successors of Asutosh in the years that followed.

CHAPTER SIX

REFORM AND RE-ORGANIZATION: 1904-24

THE Universities Act of 1904 (Act VIII of 1904) received the assent of the Governor-General on 24 March, 1904. It came into operation on and from 1 September, 1904. Under this Act the University of Calcutta lost its extra-territorial jurisdiction over the provinces other than the then provinces of Bengal, Assam and Burma. Bengal in those days included the present States of West Bengal, East Bengal, Behar and Orissa. The passage of the Bill through the Imperial Legislative Council of the day, was stormy. The story of the birth of the Bill is stormier still. Curzon as Governor-General of India appointed a Commission for the reform of the universities in India in 1902. Raleigh, who was a member of the Governor-General's Executive Council and who was the Vice-Chancellor of Calcutta University, was Chairman of that Commission. It was at first an all-white Commission. Public opinion raged strongly against the composition of a Commission for the reform of the universities in India, which did not include one single Indian. After all, the reform of the universities in India meant the reform of the education of the sons and daughters of India. To allay public agitation, Gooroodas Banerjee, the first Indian Vice-Chancellor of Calcutta University, was added a member to that Commission. It was decided by the Government of the day that when the Commission dealt with the universities of the provinces, a provincial representative educationist should be associated with the Commission as a co-opted member. Such a member to represent the University of Calcutta, was found in the person of Asutosh Mookerjee.

In 1903, in view of the coming storm over the Bill for the reform of the universities, Asutosh Mookerjee sought election to the Imperial Legislative Council of the day. He was elected by the non-official members of the Bengal Legislative Council. He had very strong rivals; one was Surendranath Banerjee who was the father of Indian nationalism and the political *guru* of contemporary India. The second rival was the first

aristocrat of the then province of Bengal, the Maharaja of Darbhanga.

The Universities Act of 1904 was an amending and consolidating Act. It embraced within its fold five of the existing universities in India, *viz.*, the University of Calcutta, the University of Madras, the University of Bombay, the University of the Punjab and the University of Allahabad. The Raleigh Commission recommended and the Curzon Government accepted the proposition that all the five universities in India should be governed by one amending and consolidating Act. Years had rolled by since the birth of these universities. The conditions of society, of education and of culture varied from province to province, from university to university. But bureaucracy demanded uniformity.

The Imperial Legislative Council of India then consisted of only twenty-three members. The Governor-General, who was also called the Viceroy of India, was the President of the Council. Of the twenty-three members only four members were returned to the Council by the non-official members of the Legislative Councils of the provinces. Of these, two members were Asutosh Mookerjee of Bengal and G. K. Gokhale of Bombay. Gokhale was a scholar, an educationist and a statesman who subsequently came to be recognized as an Imperial statesman. He was a member of that self-sacrificing organization known as the Servants of India Society, and devoted the best years of his life to the cause of education at Poona. Both Asutosh and Gokhale were bitter opponents of Curzon's Bill. Curzon himself was a scholar of great reputation. Both he and Raleigh were Fellows of the famous All Soul's College at Oxford. Curzon's ideal of an Indian University may be stated in his own words: "the ideal University in India should be amply and nobly housed ; it should be well equipped and it should be handsomely endowed". A university is the place "where all knowledge is taught by the best teachers, where all knowledge so taught is turned to good purposes and where its boundaries are receiving constant extension". Asutosh Mookerjee had also his own ideal which he set out in his speech before the Legislative Council on 21 March, 1904:

"To my mind, a university is a corporation of teachers and students banded together for the pursuit of learning and the increase of knowledge, duly housed and fitly endowed, to meet the

demands raised in the achievement of its purposes. In the prosecution of its academic aims, the university should be free from all external censorship of doctrine; it should also be free from all external control over the range or the modes or the subjects of teaching. Above all, thought should be free from fetters of official type: whether political from the State, or ecclesiastical from the churches, or civil from the community, or pedantic from the corporate repressive action of the university itself. In its establishment, the amplest powers that wisdom can suggest should be conferred upon it. In working out its intellectual salvation, the exercise of those powers should be vested in select bodies of fit persons, sufficiently small in number to be efficient, yet large enough in number to prevent degeneration into an intellectual clique, changing sufficiently from time to time to prevent the dominance of personal policies, and representative enough to be in touch alike with the experience of the past and with aspirations for the future, so far as these have taken shape or acquired definition."

Raleigh's picture of Calcutta University, as its Vice-Chancellor, in regard to this organization, was tainted with imperialistic ideas. "As a result of the working of the system of life Fellowships," he said, "while, in the year 1880, the majority of gentlemen representing what may be called Western education, that is to say, Europeans in the Senate, over Indian gentlemen, was 77, in the year 1902, the majority of Indians over Europeans was 47 . . . Gradually from 1880 to 1890 a change took place, and now, more or less, the majority of the members of the Senate represent Eastern, rather than Western education." Raleigh conveniently forgot that the composition of the Senate was mainly in the hands of the Governor-General-in-Council of the day. It was at the earnest request of Gooroodas Banerjee, the first Indian Vice-Chancellor of Calcutta University, that Lansdowne as Governor-General and Chancellor of the University, accepted a "homoeopathic dose" of representation of graduates in the Senate. The British Government of the day, as has been pointed out in the Montagu-Chelmsford Report, was terribly afraid of the expression "election". Even members of the Legislative Council elected by limited constituencies under the Government of India Act of 1891 held office as "appointed" members of the legislature. Raleigh waxed eloquent in the course of his speech before the Indian Legislative Council about the future of the University of Calcutta:

"How can education in the Calcutta University be conducted

on Western lines, how can Western education receive fair play and how can Western discipline be enforced if the management of the University is not entrusted to those who have themselves secured a Western education? The system of life Fellowship has been tried and has failed to secure the desired results."

Gokhale was absolutely right when he said before the said Council that the object of reform of Curzon was "to dissociate the Indian element from the government of the University and put all direct and administrative power into the hands of European Professors within such limits as the Government may allow." By this Bill, he said, "the Government of India go out of their way to make a present of a permanent monopoly of power to European educationists". As a member of the "dreaded and despised legal profession," Asutosh Mookerjee described Gooroodas Banerjee as the first Indian Vice-Chancellor and stated within parenthesis whether or not he should be the last Indian Vice-Chancellor of Calcutta University. Gokhale's valedictory address disclosed the agony of his tormented soul. He said:

"The struggle is over. The opponents of the Bill have lost all along the line ; and it only remains for them now to count up their losses—for gains they have had none. Let those who will, say what they will ; this Bill amounts to an emphatic condemnation, as unmerited as it was unnecessary, of the educated classes of this country. It amounts to a formal declaration on the part of the Government of India, made with the concurrence of the Legislative Council, that the system of university education, which has been in vogue in this country for the last fifty years, has been a failure, and that the men educated under the system have proved themselves unworthy of being associated, in any appreciable degree, with the administration of their own universities. I feel that my educated countrymen have a right to complain that this condemnation has been passed on them without giving them a fair hearing."

Gokhale summarized the main provision of the Universities Act of 1904 as follows :

"The Universities Act of 1904 dealt with the expansion of the functions of the university. Secondly it dealt with the constitution and control of the universities, and thirdly it dealt with the control of affiliated colleges."

Its first objective was described by Gokhale as attaching only a theoretical value. In other words it was "an aspiration, a remote ideal". To convert that ideal into a reality was the great

task which was undertaken by Asutosh Mookerjee. His iron will, his indomitable courage, his dynamic personality seized on one section of the Universities Act of 1904 as the wand whereby he converted the University of Calcutta into the greatest teaching and research institute of India. That section has often been quoted. It bears repetition:

"The University shall be and shall be deemed to have been incorporated for the purpose (among others) of making provision for the instruction of students, with power to appoint university professors and lecturers, to hold and manage educational endowments, to erect, equip and maintain university libraries, laboratories and museums, to make regulations relating to the residence and conduct of students, and to do all acts, consistent with the Act of Incorporation and this Act, which tend to the promotion of study and research."

He clung obstinately also to another part of the Act whereby it conceded powers to the University of Calcutta to regulate and control secondary education. The Senate with the sanction of the Government from time to time was permitted by the Act to make regulations consistent with the Act of Incorporation as amended by the Act of 1904, to provide for matters relating to the University. Such regulations could deal with

"conditions to be complied with by schools desiring recognition for the purpose of sending up pupils as candidates for the Matriculation Examination and the conditions to be complied with by candidates for Matriculation Examination whether sent up by recognised schools or not."

Under this clause of the Act of 1904, the University of Calcutta maintained its control over high schools in the then provinces of Bengal, Burma and Assam. It also maintained sole control over the Matriculation Examination for nearly half a century. On the establishment of the Board of Secondary Education in West Bengal after the partition of India and the acquisition of independence by India, the University of Calcutta lost its control over high schools within the State of West Bengal and the Matriculation Examination.

AFTER THE UNIVERSITIES ACT, 1904

After the passage of the Universities Bill by the Imperial Legislative Council and the assent of the Governor-General,

Raleigh resigned the Vice-Chancellorship of Calcutta University. He was succeeded by Alexander Pedler. Pedler was a distinguished scholar, a veteran educationist, a Director of Public Instruction and a Fellow of the Royal Society of England. Pedler's task was to get the regulations framed by the Senate within a date specified by the Government of India for the purpose. Following the precedents of 1857, the Government of India set up a provisional Syndicate and other corporate bodies of the University. The number of members of the provisional Syndicate was ten. It consisted of Principal A. B. Wann of the General Assembly's Institution, Principal E. M. Wheeler of Krishnath College, Berhampore, Professor C. L. Russell, G. W. Kuchler, the Director of Public Instruction, Principal Arden Wood of La Martiniere College, Major Drury, Lieutenant-Colonel G. F. A. Harris of the Indian Medical Service, A. Macdonnell of the Civil Engineering College, Sibpur and two Indian members who were Asutosh Mookerjee and Saradacharan Mitra. The last was an eminent scholar and for some time a Judge of the High Court of Calcutta. The provisional bodies were challenged before the courts of law. Lovat Fraser, the biographer of Curzon, has unnecessarily blamed Asutosh Mookerjee for the challenge of the authority of the Act of 1904. A validating Act was however passed and the provisional Syndicate and other corporate bodies of the University were legalized. In 1906 the Syndicate still consisted of ten members. The members were the Vice-Chancellor Asutosh Mookerjee, the Archdale Earle, Director of Public Instruction, Kalichurn Banurji, a reputed scholar who, in 1902, became the Registrar of Calcutta University, Bhupendranath Basu, who was one of the Presidents of the Indian National Congress and who subsequently became a Vice-Chancellor of Calcutta University, Lieutenant-Colonel G. F. A. Harris, Principal, Calcutta Medical College, Harinath De, one of the greatest linguists and scholars which India has ever produced, P. K. Roy, a veteran educationist who was the first Indian Principal of the Presidency College and who later on acted as Inspector of Colleges, Calcutta University, Principal N. N. Ghosh of the Metropolitan Institution, Calcutta, C. Little of the Presidency College and Principal A. B. Wann.

The Senate of Calcutta University found itself unable to

frame regulations within the date prescribed by the Government of India. The Government refused to comply with the request of the University to extend time beyond 28 February, 1906, for framing the regulations. At this time the University of Calcutta was under the control not of the then Government of Bengal but of the Government of India. Its Chancellor, under the Act of 1904, was the Governor-General *ex-officio* and its Rector was the Lieutenant-Governor of Bengal. On 31 March, 1906, the Governor-General-in-Council appointed Asutosh Mookerjee, Vice-Chancellor of Calcutta University. It also appointed, on 10 April, 1906, a committee for framing the regulations. The members of the committee were Asutosh Mookerjee, the Vice-Chancellor, as Chairman, G. W. Kuchler, Principal Wann, Principal N. N. Ghosh, Principal Brajendra-nath Seal of the Victoria College, Cooch-Bihar, and Principal Denison Ross of the Calcutta Madrasa. This committee framed the regulations of Calcutta University, which were accepted by the Government of India. Decades later, when the State of West Bengal passed the Calcutta University Act of 1951, it appointed Sambhunath Banerjee, the first Vice-Chancellor of the re-constituted University, and also appointed a body of advisers who were entrusted with the framing of the first statutes and first ordinances. It avoided the task of framing the statutes by a large deliberative assembly like the Senate of the University of Calcutta.

THE UNIVERSITY IN 1906

So, Asutosh Mookerjee became Vice-Chancellor of the University of Calcutta. Under the Act of Incorporation the Vice-Chancellorship of the University of Calcutta was an honorary post and it could be held for two years at a time. During the first spell of office Asutosh Mookerjee held the Vice-Chancellorship of the University of Calcutta for four terms, from 1906 to 1914. He then held the office of the Vice-Chancellor again for one term, from 1921 to 1923. At the time when Asutosh Mookerjee assumed the reins of office as Vice-Chancellor, Calcutta University had the territorial jurisdiction, as stated before, over the then provinces of Bengal, Assam and Burma. There were then sixty colleges and seven hundred high schools. The total number of candidates which appeared in

different examinations of Calcutta University in 1906 was 13,586.*

The University in 1906 was located in that imposing hall called the Senate House. In the western part of that hall, were held meetings of the Senate. There were only four small rooms, in one of which meetings of the Syndicate were held. In one room the Registrar sat. In another room was located the small office of the University. The fourth room was utilized by the Inspector of Colleges. The south of the Senate House was inhabited by a market called Madhab Babu's Bazar. The west of the Senate Hall was occupied by a *bustee*. On the site of the fish market now stands the imposing Asutosh Building. On the site of the *bustee* now stands the University buildings called the Darbhanga Buildings.

The Budget estimates for the year 1905-06 showed a balance of Rs. 5,453 on 30 June, 1906. The vast organization known as the administrative departments of the University was absent. The administrative officers, who have now been recognized by the first statutes of the re-constituted University of Calcutta under the Calcutta University Act of 1951, with the exception of the Chancellor, the Vice-Chancellor and the Registrar, were not in existence. In one word, the funds of the University were low,

* The number of candidates taking the Entrance Examination of the University in March, 1906, was 7,171. Of these, only 1,883 passed, 164 were placed in the first division. The composition of the students appearing at the Entrance Examination of Calcutta University is interesting reading. From Bengal, including Behar and Orissa, there appeared 4,099 candidates. Of these, 1,081 passed. Curzon had effected partition of Bengal and the number of candidates from East Bengal and Assam was 2,317. Of these, 668 passed. The United Provinces of Agra and Oudh sent up 7 candidates, Rajputana 9, Central Provinces 240; of these, 34 passed. Central Indian States sent up 74; of these, 10 passed. From Nepal appeared 9 candidates and 5 passed. Burma sent up 347 candidates, of which 71 passed. Ceylon sent up 69 boys and 12 of them passed. In the First Examination in Arts 3,021 students appeared, 1,094 passed. In the B.A. Examination 2,039 candidates appeared, of which only 321 passed in the A course and 49 candidates were placed in the Honours list. In the B course, which was a Science course, 176 students passed. In the B.Sc. Examination, only 18 candidates appeared, of which 12 passed and 5 were placed in the Honours list. In the M.A. Examination only 234 candidates appeared and these included only 2 women candidates. At the B.L. Examination there were 577 candidates. M.B. and L.M.S. Examinations had 19 and 113 candidates respectively. In the Engineering Examinations, 19 candidates appeared, of which 11 passed.

its administration absolutely limited. It had only one function, the function of holding periodical examinations.

THE UNIVERSITY LIBRARY AND THE PRESS

There was no central library for the University. A motley collection of books adorned some of the shelves in the Senate House. There was no librarian, no competent staff to assist him. The Syndicate in 1908 was quite content to allocate the sum of Rs. 5,000 for the establishment of a University library. In the course of the last half a century the Central Library of the University has grown from strength to strength. But this growth has been in slow stages. The biggest step, however, was taken when it came to acquire a home of its own with the help of a generous gift of two and a half lakhs of rupees made by the Maharaja of Darbhanga. His donation was supplemented by contributions of two lakhs from the fee fund of the University as also by subvention from the Government of India. Such subvention amounted to two lakhs. Thus was built the Darbhanga Library Building which came to accommodate the University Library, the University Law College, and the Registrar's office. It also provided for residential quarters of the Principal of the University Law College. The top floor was and is utilized for holding university examinations accommodating nearly seven hundred candidates. The university acquired another building and land to the south of the Darbhanga Library Building measuring one and a half bighas at a cost of one lakh and fifty thousand rupees which was paid out of the reserve fund of the University. The University Library now occupies the top floor of the Asutosh Building erected on that site.

In 1908, also was laid the foundation of the Calcutta University Press. The Syndicate of the day estimated the whole cost of starting a press at Rs. 53,000 only. The press was located in a rented house at Colootolla Street. After the University Law College had acquired a home in the Darbhanga Building, the tiled huts intended for its earlier accommodation between the Darbhanga Building and the Senate House, came to be occupied by the press. Those tiled huts were dismantled when the press was transferred to a plot of land belonging to the University, at 48 Hazra Road, Ballygunge. In 1908 the Syndicate estimated

the cost of maintaining the employments in the press at six hundred to seven hundred rupees per month. Today it employs more than 200 men and earns approximately Rs. 5,60,000 a year.

The University had within its jurisdiction sixty affiliated colleges scattered over the city, in the present state of West Bengal, in East Bengal and Assam, in Behar and in Orissa and in Burma. There were Government colleges enjoying government patronage. Private enterprise had also built colleges for poorer classes of students in the city and throughout these provinces. They were all suffering from continuous pernicious anæmia. As Asutosh Mookerjee stated, these private colleges were "without exception undermanned. Of libraries and laboratories, there are only few which can satisfactorily stand scrutiny of the most reasonable test." The fault was the fault of poverty rampant amongst students and parents and the lack of adequate State support. It was not the fault of the colleges founded by private enterprise. "The Act of 1904," Asutosh Mookerjee stated, "imposed on the reconstituted University of Calcutta a threefold policy: the policy of re-organization, the policy of reform and the ushering of a revolution."

The Act of 1904 made it incumbent on the part of the University to hold an inspection of these affiliated colleges. For Bengal, including Orissa and Behar, G. W. Kuchler and J. A. Cunningham were appointed Inspectors. For the colleges in East Bengal and Assam Henry Sharp and B. N. Das were appointed Inspectors by the Syndicate. Cunningham was a liberal scholar and a professor in the Presidency College, Calcutta. Henry Sharp was Director of Public Instruction in the newly created province of East Bengal and Assam, and B. N. Dass was a professor of the Dacca College. Henry Sharp subsequently became Joint-Secretary to the Government of India. There were sharp differences of opinion between him and the University of Calcutta headed by Asutosh Mookerjee. The Government of India made a grant of Rs. 80,000 for improvement of collegiate education under the jurisdiction of Calcutta University. It also made a grant of Rs. 30,000 for meeting the expenses of the general administration and the travelling allowances of officers and Fellows of the University. The budget of the University from 1 July, 1906 to 30 June, 1907, disclosed a balance of Rs. 15,027.

Asutosh Mookerjee assumed the office of the Vice-Chancellor at a time when British imperialism was perhaps slowly receding from its apogee of power, position and influence. The Boer War in South Africa had just been concluded and many historians are of the opinion that the decline of the British imperial power began from the war between the Boer and the Briton in South Africa. In 1905, Japan defeated Russia. The defeat of a great Western power like Russia by an Eastern power like Japan sent a thrill of excitement throughout Asia. Nationalism in Asia was encouraged and strengthened. The awakening of Asia from its century-old slumber began. To undermine the influence of Bengal, Curzon decided upon the partition of Bengal in the teeth of popular opposition. Bengal was divided in two parts. To Bengal were allotted Behar and Orissa. To East Bengal went Assam. The partition of Bengal raised a storm not only in Bengal but throughout the length and breadth of India. British power reached in the hands of Curzon, who is often described as "the prancing pro-consul", the noontide of power. Bengal, and indeed India, was in open revolt against the British rule in India. Asutosh Mookerjee was a child of the times. He laboured hard to bring about an awaited change in Indian renaissance, an intellectual regeneration through a nation-wide progress of education. He made the mission of his life to blot out the stigma of India's cultural inferiority attached to her by her imperial masters, to explode the fiction of her intellectual defeat and raise her once more to the lofty pedestal of glory. Indeed, this was the revolution he talked about, which was brought about by him. In the words of Rabindranath Tagore,

"Asutosh had that magic voice of assurance. He had the courage to dream because he had the power to fight and the confidence to win—his will itself was the path to the goal . . . It had been possible for him to dream of the miracle of introducing a living heart behind the steel frame-work made in the doll factory of bureaucracy."

FOUNDATION OF THE UNIVERSITY LAW COLLEGE

The first step towards the establishment of what Asutosh described in his Convocation Address of 1914 as "the new University of Calcutta", was taken when under his leadership the Senate of the University decided to establish the University Law

College. Law was Asutosh's first love. The example of Dwarkanath Mitra, senior, who left an imperishable name as Judge of the High Court of Calcutta, inspired Asutosh to the same aspiration. After the passage of the Universities Act of 1904, Asutosh Mookerjee, it is said, was persuaded by Curzon to believe that the Vice-Chancellorship of Calcutta University would come to him after Pedler, if he accepted a seat on the Bench of the Calcutta High Court. In March, 1904, Asutosh Mookerjee was appointed a Judge of the Calcutta High Court. He retained his seat on it for twenty years and retired on 2 January, 1924. For sometime he acted as the Chief Justice of that Court.

Wood's Education Despatch of 1854 explicitly stated "that it would be advisable to establish in connection with the Universities, Professorships in various branches of learning" for acquisition of which facilities then did not exist and added that "the most important of those branches was law." This, Asutosh stated before a meeting of the Senate on 24 July, 1908, was the position in 1854. For more than half a century the idea of establishing the study of law on a scientific basis was only a dream. The University of Calcutta was founded in 1857; twenty-two years before, in 1835, the Calcutta Medical College had been born. The Civil Engineering College was born in 1856. For five years this college was attached as an appendage to the Presidency College, Calcutta, but it was eventually shifted to its own premises at Sibpur on the Ganges.

In a minute written by Asutosh Mookerjee for the Syndicate of the University, he stated:

"The branch of our education system which stands in need of the most urgent and radical reform is that concerned with the teaching of law for our degree examinations. It is a noteworthy fact that we have not got a single college devoted entirely to the study of Law as we have in the cases of Medicine and Engineering."

The history of the teaching of law in this University has been clearly set out in that minute. When the University was founded in 1857, law classes were attached to the Presidency College. In 1864 the Government decided to attach law classes to the Government colleges at Hooghly, Dacca, Krishnagar, Berhampore and Patna. In 1869, law classes were added to the

colleges at Cuttack and Chittagong. In 1880, such classes were attached to the college at Rajshahi. All these law classes had no independent existence. They were subordinate to the Arts colleges owned and managed by the Government. In 1882, private enterprise attached law classes to private colleges, and the process started with the then Metropolitan Institution; next year the City College followed suit. Asutosh himself was a student of the City College in its law department. In 1885, the then Ripon College was granted affiliation in law by the University. The Bangabasi College, Calcutta, sought and also obtained affiliation in law. Apart from these law classes in the city of Calcutta there were in 1896, six colleges in the districts, affiliated in law. These were the colleges at Cooch-Behar, Bhagalpur, Midnapore, Bankipur, Barisal and Rangoon. In 1908, there were in the University eighteen colleges with affiliation in law. The teachers in most of these colleges were men of distinction. But law students suffered from lack of aim and ideal. The teaching staff was wholly insufficient for the purpose of meeting the requirements of the new regulations. These regulations effected considerable improvement upon the study of law for the law examinations of the University. It was stated in the minute of Asutosh Mookerjee that there was a college affiliated in law in one of the districts where there was only one pupil. That pupil paid a monthly fee of Rupees five only. The teacher who was supposed to lecture on all the subjects of study for the law examinations, was paid his honorarium out of this sum of Rupees five a month. Law libraries did not exist in these colleges.

The Government of the then Bengal as also the then Government of Eastern Bengal and Assam decided to close all law classes attached to the Government colleges in these provinces, and to have instead two law schools, one at Dacca and the second at Patna. In or about 1908, the Bangabasi College intimated to the University its decision to close down the law classes. The City College and the Metropolitan Institution were not anxious to continue their law classes either. The Ripon College alone desired continuance of its classes. The classes attached to private colleges in the districts were all closed down by 1908. Asutosh was anxious to establish a law college in Calcutta like the law colleges in Madras, Bombay and Allahabad. These law colleges were then all owned and managed by the Govern-

ment. The law college in Calcutta was to be a University Law College. It was to be a model law college and was to be constituted as *bona fide* centre of legal education. Asutosh Mookerjee's minute was in conformity with the principles enunciated by the resolution of the Government of India, of 24 October, 1902. His minute was considered by the Syndicate at their meeting on 4 July, 1908, when the following resolution was adopted: "The Syndicate recommend to the Senate that a University Law College be established and the Syndicate be authorised to appoint a provisional committee to organise it." On 14 July, 1908, the minute was considered by the Faculty of Law at a special meeting, and the Faculty adopted the following resolution: "That the Faculty do record its opinion that for the promotion of legal education of students for degrees in law, it is desirable to establish a University Law College to serve as a model, but not so as to create a monopoly either general or local." Notwithstanding the fact that legal education was not for nearly half a century placed on a scientific basis, powerful interests and strong traditions were unnecessarily restless. At a meeting of the Senate held on 21 July, 1908, Asutosh Mookerjee as Vice-Chancellor, moved the adoption of two resolutions. The meeting was very largely attended. Surendranath Banerjea was present at the meeting. It was presided over by Andrew Fraser, the Rector of the University. Under the regulations, the Vice-Chancellor of the University has to maintain the non-partisan character of an impartial Speaker when presiding at a meeting of the Senate. It was expected that a great controversy would ensue, and therefore, the Vice-Chancellor vacated his Chair and the Rector presided. Asutosh Mookerjee moved before the Senate:

"(a) That the University Law College be established and that the Syndicate be authorised to appoint a provisional committee to organise it. (b) That with a view to avoid misconception, it be recorded that in establishing a University Law College the University does not wish to deviate from the principle enunciated in the resolution of the Government of India dated the 24th October, 1902; the College is to be established for the promotion of legal education of students for degrees in law and to serve as a model college and not with a view to create a monopoly either general or local."

In the course of his speech, Asutosh confidently declared "that law was neither a trade nor a solemn jugglery but a living science

in the proper sense of the word." He pointed out that the Government of the United States of America had prepared a survey of the condition of the legal education in the different universities of the world. The survey included details about all European countries, America, Japan and China. It contained no reference to India. The Vice-Chancellor stated: "Fortunately" for us, "if the Calcutta University system of law teaching had been described they would have stood branded for all time." The resolution was carried unanimously. The University Law College started functioning from July, 1909. The Law College was placed under the management of a Governing Body consisting of sixteen members with the Vice-Chancellor as President *ex-officio*. S. C. Bagchi became the first Principal of the College. He was a scholar of eminence and jurist of reputation. In 1912, Birajmohan Majumdar was appointed the first Vice-Principal of the college. The first professors and assistant professors appointed for the Law College were:

Professors : Gopalchandra Sarkar Sastri, Haradhan Nag, Harendranath Sen ; *Assistant Professors* : Subodhchandra Ray, Nirmalchandra Sen, Abdullah-al-Mamun Suhrawardy, Jyotiprasad Sarbadhikari, Haraprasad Chatterjee, Asutosh Mookerjee, Birajmohan Majumdar and N. N. Gupta.

The new regulations passed under the Act of 1904 instituted three law examinations, and insisted on a three years' course of study for the B.L. Examination. It prescribed the delivery of regular lectures to students. It made arrangements for holding tutorial classes. The novel feature which was introduced in the curricula of studies was the institution of the system of moot courts. Leading cases were prescribed for examinations in law and these cases were conducted in moot courts under the presidency of the professors of law. The system of holding moot courts is known to England and also to the great schools of law like those attached to the Universities of Harvard and Yale. Asutosh Mookerjee himself presided over many of the moot courts and he also used to deliver lectures to the students.

The University Law College was first housed as stated before, in a tiled hut in the compound of the University of today. The Law College had no finance excepting the revenues derived from the students. In 1909 the number of students studying in the college was 520. It, however, was fortunate in receiving from

the Government of Bengal an annual sum of Rs. 3,500 for five years. It was still more fortunate in securing from the Government of India, the annual subvention of Rs. 20,000 which was subsequently raised to Rs. 30,000. Private enterprise came also to the aid of the Law College. Maharaja Manindrachandra Nandi of Cossimbazar not only agreed to the abolition of the law department from the Krishnath College, Berhampore, but also placed at the disposal of the University Law College the sum of Rs. 50,000 for the purpose of founding a number of scholarships for students of law at a competitive examination to be held by the college, with one condition that in cases of equal competence preference might be given to those who had graduated from the Krishnath College, Berhampore. Maharaja Prodyotcoomar Tagore made a gift to the college the sum of Rs. 10,000 towards the founding of a law library in connection with the Law College to be called after his father, Maharaja Jatindramohan Tagore. The only condition of the gift was that a life-size bronze bust of his late father Jatindramohan Tagore presented by him should be installed in the Law College Library. Jatindramohan Tagore was President of the Faculty of Arts in this University in 1881. His bronze statue decorates the library hall of the University Law College. Prodyotcoomar Tagore also presented to the college the entire library of valuable law books left by his grand-uncle Prosunno Coomar Tagore. Gooroodas Banerjee felt exultant when the Senate accepted the gift of two other great lawyers to this University—Taraknath Palit and Rashbehary Ghose. He invoked the aid of "Themis of law and wealth." The debt of the University of Calcutta to what Asutosh described as "the dreaded and the despised tribe of lawyers" is indeed very impressive. Private enterprise again came to the assistance of research in law in this University. Onauthnauth Dev, one of the landed aristocrats of the city, made a gift in 1912 of Rupees 25,000 for the foundation of a research prize. The recipients of the prize have considerably expanded the bounds of the knowledge of law in this University. The list of researchers includes distinguished names like those of Atulchandra Gupta and Bijankumar Mukherjee. Both of them were professors in the University Law College for years. The former is regarded as a well known scholar and advocate in Bengal; the latter sat as a Judge of the Calcutta High Court for years and then occupied the exalted

position of a Judge of the Supreme Court of India under the new Constitution and rose to be its Chief Justice.

From out of the revenues of the University Law College another lectureship for research in law was established in 1925 to commemorate the memory of Asutosh Mookerjee. It is called "the Asutosh Mookerjee Lectureship in Law." S. C. Bagchi, Principal of the University Law College, was the first lecturer. For more than thirty years no other lecturer has been appointed, and the funds originally contributed amounting to Rs. 20,000 (present value Rs. 68,700) are lying invested so that the interest on the accumulation might maintain a Chair in law.

As stated before, the University Law College was housed in the Darbhanga Library Building. Accommodation for the students of the Law College was, however, found in the hostel adjoining this building. In 1909 the Government of India made a grant of rupees six lakhs to the University for the construction of hostels for the students of colleges affiliated to the University. The request of the Syndicate to grant a sum of rupees one lakh for the construction of a hostel for the students of the University Law College out of this grant, was not complied with by that Government. In 1912, the University acquired a plot of land south of the Darbhanga Library Building, at a cost of rupees one lakh and fifty thousand paid out of its reserve funds. The total approximate cost of the hostel for law students was four lakhs of rupees. The Government of India contributed three lakhs of rupees towards the cost. The gift of the Government was for the purpose of having a hostel for the Hindu students of the University Law College and also for the erection of an examination hall for holding University examinations. The Syndicate contemplated that the building when completed would accommodate the Registrar and two professors of the University Law College who would be in charge of the students. This purpose could not be effected due to lack of funds. The five-storeyed building standing on the Colootollah Street is called the University Law College Hardinge Hindu Hostel after the name of the then Chancellor of the University.

The services of the University Law College to the University and the country are not always realized. It is estimated that it contributed in diverse ways, to the University from 1909, the date of its foundation to 1956, the sum of Rs. 6,23,286-8-10.

The sum of Rs. 20,000 out of the Rs. 30,000, the annual grant made by the Government of India to the University Law College has not since 1934-35 been spent by the University on the Law College, but is spent by the University itself. The University Law College has been, during the course of its existence for nearly half a century, the nursery of leaders of the bar and the judiciary of these provinces including the High Courts. This college has given to India its first President, Rajendra Prasad, who was at one time a professor of the University Law College. It has given to India two Chief Justices of the Supreme Court of India, Bijankumar Mukherjee and Sudhiranjan Das. Both of them were once professors of the University Law College. One of the members of the teaching staff, Pramatha Chaudhuri, became the leader of a new movement in Bengali literature. Prabhatkumar Mukhopadhyaya, another teacher, was a reputed short story writer and novelist.

THE TEACHING UNIVERSITY IN CALCUTTA

Ever since the Act of Incorporation of the University in 1857, the University of Calcutta, till the passing of the Universities Act of 1904, remained mainly an examining body. Colleges and schools scattered over the whole of India, Burma and Ceylon with the exception of colleges in the presidencies of Bombay and Madras, were under its jurisdiction. The bye laws passed by the Senate of the University relating to affiliation of colleges and schools within its jurisdiction were, however, rather loose. Under the Universities Act of 1904, and the regulations framed thereunder the University intended to maintain strict supervision over the affiliation of colleges and high schools. It maintained constant contact with the colleges through the Inspector of Colleges and periodical inspections. The high schools were working practically under a dual system. The Department of Education in each province exercised sufficient control over the high schools. But the University maintained contact with them also through its power to grant affiliation, its power to take away affiliation and prescription of their courses of study for the Matriculation Examination. The Inspectors of Schools appointed by the local Government, were, in law, Inspectors appointed by the University. It also could hold inspection through independent persons. During

this period affiliated colleges were mainly divided into professional colleges and Arts and Science colleges. The professional colleges were all Government colleges. With the exception of the University Law College they were under Government control and management. The Arts and Science colleges fell into four classes: (a) those controlled and managed by the Government, (b) those controlled and governed by missionary bodies, (c) those managed and maintained by private enterprise, (d) colleges maintained and managed by and under the authority of Indian princes.

Within one year of the assumption of his office, Vice-Chancellor Asutosh Mookerjee set about the Herculean task of establishing a teaching University. His great efforts in this direction passed through four stages. In the first stage, he attempted to give instruction to M.A. students through University lecturers under the Universities Act of 1904. These were professors in affiliated colleges. With them were associated readers who were all scholars of both eminence and distinction so that contact with them by advanced students might stimulate their original thinking. In the second stage, he attempted to establish University Chairs held by distinguished scholars. In the third stage, regular whole-time University professors, readers and lecturers were appointed. With the magnificent gifts of Taraknath Palit and Rashbehary Ghose, Asutosh Mookerjee founded the University College of Science and Technology. In the fourth stage, after a good deal of consideration and opposition, post-graduate study and research in Calcutta was centralized in the hands of the University, and the post-graduate departments of Arts and Science came into existence.

In 1907, the following professors of the Presidency College were appointed University lecturers: H. M. Percival and M. Ghosh in English; M. Prothero and J. N. Das Gupta in History; C. Little in Mathematics; J. C. Bose and C. W. Peake in Physics; J. A. Cunningham in Chemistry; S. C. Mahalanabis and Major D. McCay in Physiology. University lecturers in Sanskrit were mainly recruited from Sanskrit College: Satyabrata Samasrami, Haraprasad Sastri, Kamakhyanath Tarkabagis, Ramathanath Tarkabhusan, Rajendra Chandra Sastri, Nrisinha Chatterjee, Bahuballav Sastri, Thakur Prasad and Bhagabat Kumar Sastri. A celebrated Marathi scholar, Dharmadas

Kosambi, was appointed University Lecturer in Pali. Among others were Harinath De in Comparative Philology, Professor Henry Stephen in Mental and Moral Philosophy ; N. Anandale in Geology and R. F. Azoo in Arabic. Three University readers were also appointed, *viz.*, George Thibaut, a distinguished orientalist, Thomas H. Holland, a distinguished figure in the domain of Geology, and Professor A. Schüster, an eminent Physicist. In 1909, Brajendranath Seal, the renowned philosopher and C. E. Cullis, the great Mathematician were appointed University readers. In the list of lecturers were added Abdullah Suhrawardy who rose into prominence later on as a scholar and as a politician, Adityanath Mukherjee, who became Registrar of the University for some time and Professor D. N. Mullick of the Presidency College. In 1911, Professors T. S. Sterling, J. W. Holmes, W. C. Wordsworth, J. C. Coyajee, D. N. Mullick and Shyamadas Mukherjee, all professors of the Presidency College, were appointed University lecturers.

In 1908 the Chair of Economics was established in the University, through the benefaction of the Government. The Chair was named after Minto, the Chancellor. The first appointee, Professor Manohar Lal, was a distinguished scholar and economist. He joined his duties in 1909. He subsequently became a Minister to the Government of the Punjab. The first Chair in Economics in an Indian university was thus established by the University of Calcutta. In 1911 with the transfer of capital of India from Calcutta to Delhi, melted away the dreams of Asutosh Mookerjee to make Calcutta the political and the intellectual capital of India. Asutosh Mookerjee took advantage of the visit of George V of England and persuaded the Chancellor Hardinge to establish two more Chairs for the University of Calcutta. With the consent of the King Emperor, one of the Chairs was named King George V Professor of Mental and Moral Science ; the other Chair was for Advanced Mathematics named after Hardinge the Chancellor. Asutosh's proposal to establish a Chair of Ancient Indian History and Antiquities was not accepted by the Government of India ; instead they communicated their intention of establishing an oriental research institute, an intention that was never realized. Asutosh, therefore, went forward and founded the Chair of Ancient Indian History and Culture which was sought to be maintained

out of the sale proceeds of certain Sanskrit publications by this University. The first occupant of the George V Chair was Brajendranath Seal who subsequently became Vice-Chancellor of the Mysore University. The first appointee to the Hardinge Chair of Mathematics was a distinguished mathematical genius, A. R. Forsyth, who was a Fellow of the Royal Society of England. The first occupant of the Chair of Ancient Indian History and Culture was George Thibaut. A Japanese scholar of great distinction, Yamakami, was appointed reader to deliver a course of lectures on ancient India as depicted in the writings of the Chinese pilgrims. R. Pischel was appointed reader on Prakrit Philology. Scholarship in India mourned Pischel's early death. All his valuable books on oriental subjects were presented by his wife to the University and a hall in the Darbhanga Buildings enshrines his memory. His collections constitute an important part of the library of the University. A great orientalist, Hermann Oldenberg, was appointed reader to deliver a course of lectures on "Methods of Western scholarship in the field of Ancient Indian Research." Findlay Shirras was appointed reader to lecture on currency and finance. J. N. Das Gupta was appointed reader to lecture on India in the sixteenth century.

By the year 1912, for the benefit of post-graduate students, arrangements were made for the delivery of regular University lectures and for post-graduate study and research in English, Sanskrit, Pali, Arabic, Persian, Mental and Moral Philosophy, History, Economics and Mathematics. The number of students then studying in these classes was more than five hundred.

THE UNIVERSITY COLLEGE OF SCIENCE AND TECHNOLOGY

The year 1912 is significant in the history of the University. For five years Asutosh had struggled hard to establish post-graduate teaching and research in the department of Humanities. The University had no funds to deal with the departments of Science and Technology. If there were men, there was no accommodation, no laboratory, no workshops, no museums, no equipments. In 1912, the University was pleasantly surprised to hear of the princely gifts of Taraknath Palit. In June, 1912, Taraknath Palit, an eminent member of the English Bar of Calcutta, made over to the University, assets

worth seven lakhs of rupees, four and a half lakhs in cash and two and a half lakhs in property. The conditions of his endowment were that the University should found two Professorships, one in Chemistry and the other in Physics, from out of the income of his endowment, and in case the income proved insufficient for the maintenance of the two Chairs, the University should make such recurring grant or contribution as would supplement such deficiency. The object of the founder was :

“the promotion and diffusion of scientific and technical education and the cultivation and advance of science, pure and applied, amongst his countrymen by and through indigenous agency. Such chairs shall always be filled by Indians (persons born of Indian parents as contradistinguished from persons who are called statutory natives of India) to be nominated by a Governing Body.”

The constitution was stated specifically in the draft of the deed. The Governing Body was empowered to require a professor to receive a special training abroad before he entered upon the discharge of his office and his expenses in that action were to be treated as allowance and considered as part of the maintenance expenses of the Chair or Chairs. The deed further provided that in connection with these two Chairs of Chemistry and Physics, the University must “from its own funds provide suitable lecture rooms, libraries, museums, laboratories, workshops and other facilities for teaching and research.” The Governing Body was to consist of the following persons :

- (1) The Vice-Chancellor—*President ex-officio*.
- (2) The Director of Public Instruction, Bengal.
- (3) The Dean of the Faculty of Science.
- (4) The Dean of the Faculty of Engineering.
- (5) Four members of the University to be annually elected by the Senate, two of whom at least shall be representatives of the Calcutta Colleges under Indian management, affiliated in Science.
- (6) Four members were to be nominees of the founder every three years during his life time and after his death by his representative or representatives.

The founder nominated his son Lokendranath Palit, a member of the Indian Civil Service ; S. P. Sinha, Barrister-at-Law, who subsequently was raised to

British Peerage, was Under-Secretary of State for Indian Affairs in the British Parliament and Governor of Behar and Orissa ; Basantakumar Mullick, a member of the Indian Civil Service who subsequently became a Judge of the Patna High Court and Nilratan Sircar who subsequently became Vice-Chancellor of Calcutta University.

- (7) Two representatives of the professorial staff to be elected by them annually from among themselves.

The duties of the professors were thus set forth ; (1) to carry on original research with a view to extend the bounds of knowledge, (2) to stimulate and guide research by advanced students, (3) to arrange for adequate instruction of students for the degrees of Bachelor of Science with Honours, Master of Science and Doctor of Science, and also all other students who may be exceptionally qualified in any of the subjects of study that they may not be even undergraduates of any University provided that they be recommended by the said Governing Body.

The proceedings of the Governing Body were to be laid before the Syndicate and might be revised by it.

The first holder of the Palit Chair of Chemistry was a great scientist and savant, Praphullachandra Roy. The University of Calcutta and the people of Bengal and India, owe an indelible debt of gratitude to him. He founded a school of Chemistry in Calcutta. He himself was a great benefactor of this University. He made an endowment of about Rs. 2,00,000 for the advancement of Science and in particular for the promotion of research in Chemistry. The first occupant of the Palit Chair of Physics was C. V. Raman. Before his appointment to the Chair, C. V. Raman was a member of the Indian Finance Service of the Government of India. During his spare hours he used to carry on original investigations in the laboratory founded by another great scholar, physician, scientist and educationist, Mahendralal Sarkar, whose contribution to the University of Calcutta as a member of the Senate and of the Syndicate and of the various bodies of the University, was indeed very remarkable. Mahendralal Sarkar's research institute was called The Indian Association for the Cultivation of Science where, in his younger days, Asutosh Mookerjee was a lecturer for some time. Independent India has recognised the services of

Mahendralal Sarkar, after many years of his death, and has placed that Association in the foremost ranks of research institutes of India. Raman eventually came to add lustre to the University. His original investigations in the domain of Science brought him, the University and India, the Nobel Laureateship in Science.

On 14 October, 1912, Taraknath Palit executed a second deed of trust in favour of the University of Calcutta. Under the Trust deed the University was constituted a trustee of his Trust estate and was enjoined to set apart one lakh of rupees out of that estate in perpetuity in establishing and maintaining scholarships for advanced students in Science to enable them to carry on research or investigation abroad, the number and value of such scholarships to be determined by the Governing Body of the Palit Trust. "The recipients of the said scholarships must be very distinguished graduates of Calcutta University of either sex and must have taken the degree of Master of Science or Doctor of Science or have been awarded the Premchand Roychand Scholarship." Other conditions of a minor character were attached to the Trust. The value of the endowment was about seven and a half lakhs of rupees. So, Taraknath Palit made over to the University assets worth fourteen lakhs of rupees including his own dwelling house, for the advancement of Science and Technology. The annual income from these two principal gifts amounted approximately to Rs. 51,000 in 1955-56.

In 1912, the University of Calcutta was the fortunate recipient from the Government of India of a grant of rupees three lakhs for the building of an examination hall and for the construction of the Hardinge Hindu Hostel referred to before. It also received for the law library of the University Law College the sum of rupees one lakh in addition to the annual grant of thirty thousand rupees to that college as mentioned before. Towards the end of 1912, the Government of India made a grant of another eight lakhs of rupees for the acquisition of the Madhab Babu's Bazar for the erection of a building for the teaching and the residence of the post-graduate students of the University. As stated before, on the site of that fish market now stands the stately building which, in the main, accommodates the post-graduate Arts and Commerce classes of the University. The Central Library of the University is also accommodated there.

In the same year the Government of India also made a third grant of Rs. 10,00,000 for the purpose of erecting hostels for the residence of the students of the University.*

For the encouragement of the social activities of the students of the University, the Government of India also allotted the sum of rupees three lakhs for the erection of the University Institute Hall.

Encouraged by the big endowment of Taraknath Palit, the University wrote to the Government of India on 30 December, 1912, for a non-recurring grant of Rs. 32,00,000 and a recurring grant of Rs. 45,000 a year. The capital grant asked for, comprised the following items: (1) for the residential College of Science supplementing the gift of Taraknath Palit—Rs. 15,00,000; (2) (a) for the acquisition of the fish market—Rs. 8,00,000; (b) for the erection of a hostel for post-graduate students and for additional lecture rooms and remuneration for advanced work and research—Rs. 7,00,000; (3) for the completion and equipment of the University Law College Hostel Buildings—Rs. 1,00,000; and (4) for the University Library—Rs. 1,00,000. The recurring grant asked for was to be spent on three Chairs—(i) Professorship of Applied Mathematics, (ii) Professorship of Modern History and (iii) Professorship of Comparative Philology.

On 8 August, 1913, Rashbehary Ghose, an eminent jurist and scholar wrote a letter to Asutosh Mookerjee placing in the hands of the University his munificent gift of ten lakhs of rupees “for the promotion of scientific and technical education and for the cultivation and advancement of Science, Pure and Applied, amongst my countrymen, by and through indigenous agency.” The noble donor further stated in his letter: “I have now decided to make over to the University a sum of rupees ten lakhs in furtherance of the University College of Science as projected

* The distribution of the imperial grant was as follows: The Presidency College—Rs. 1,86,000; the Bethune College—Rs. 60,000; the Baker Madrasa Hostel—Rs. 91,000; the Muslim Institute—Rs. 45,000; the Scottish Churches College—Rs. 50,000; St. Xavier's College—Rs. 30,000; the L.M.S. Institution—Rs. 4,000; the City College—Rs. 50,000; the Ripon, the Bangabasi and the Metropolitan Colleges—Rs. 1,20,000; the Young Men's Christian Association—Rs. 70,000; the Church Missionary Society (St. Paul's College)—Rs. 51,000; and the Diocessan College—Rs. 15,000.

by you with the sanction of the Senate.” The conditions of the gift were: four University Professorships were to be established—one for each of the following subjects—(a) Applied Mathematics, (b) Physics, (c) Chemistry, (d) Botany with special reference to Agriculture. The Chairs mentioned above must be always filled by Indians (*i.e.* persons born of Indian parents as contradistinguished from persons who are called statutory natives of India). As in the case of the Palit trust, the Professors were to be nominated by a governing body called the “Board” and that each professor-elect might be sent abroad for the purpose of receiving special training. The duties of each professor were set forth as follows:

“(a) To carry on original research in his special subject with a view to extend the bounds of knowledge and to improve by the application of his researches the arts, industries, manufactures and agriculture of this country. (b) To stimulate and guide research by advanced students and generally to assist them in post-graduate work so as to foster the growth of real learning amongst our own men.”

Another condition of the gift was that

“eight studentships be founded, each of the annual value of nine hundred rupees to be paid out of the income of the fund; that such studentships be annually awarded by the Syndicate on the recommendation of the Board to distinguished graduates who have taken the degree of Master in the Faculty of Arts or the Faculty of Science, and that two students be attached to each Professor to carry on investigation under his guidance and generally to assist him in his work of original research.”

The scholar elected was eligible for re-election if his work proved satisfactory. “The graduate elected to one of these studentships shall devote himself exclusively to research in his special subject and shall not, so long as he holds the studentship, engage in the study of law or any other branch of professional knowledge.” This provision is also to be found in the endowment of Taraknath Palit. Upon the Senate was cast the duty of making adequate provision for laboratories, museums, workshops, appliances and all other requisites essential for the due discharge of the duties of the professors and for original investigation by the professors and students attached to them. The constitution of the Board of Management was set out as follows: (1) The Vice-Chancellor of the University—President *ex-officio*, (2) the

Director of Public Instruction, Bengal, (3) the Dean of the Faculty of Science of the University, (4) the Dean of the Faculty of Engineering of the University, (5-8) the Professors of Applied Mathematics, Physics, Chemistry and Botany, (9-12) Four members of the University to be annually elected by the Senate, two of whom at least shall be representatives of Calcutta colleges under Indian management, affiliated in Science to the University. (13-15) The three nominees of the founder were (a) Asutosh Mookerjee, (b) Praphullachandra Ray, and (c) Mahendranath Ray. As in the case of the Palit Trust, the future nominees of the donors had the right to nominate their successors. The last paragraph of the letter of the great benefactor to Asutosh bears mention:

"This is an outline of the scheme I have in mind, and I trust you will exert yourself to the utmost so that my long cherished ambition to promote scientific and technical education amongst my countrymen may be speedily realised."

Asutosh Mookerjee moved the adoption of the recommendation of the Syndicate relating to this great gift before a meeting of the Senate. Rashbehary Ghose besides being a great scholar, a great advocate and a great jurist, and also a great legislator, was a great leader of his educated countrymen and a great benefactor of his fellow beings. Asutosh Mookerjee in obvious delight said to the members of the Senate:

"I ask you for a moment to consider the munificent gift of Dr. Rashbehary Ghose not merely in relation to the University College of Science projected by you, but also in relation to the wider and more comprehensive scheme for the development of this University into a true teaching University, which it has been the aim of the Senate to accomplish during the last five years."

Gooroodas Banerjee thus addressed his colleagues on the Senate:

"Many years ago, educational experts not very unnaturally viewed with jealousy the dominance of lawyers in the deliberations of the University. I refer to those times not in an unkindly spirit but in a spirit of joy . . . We may now gratefully acknowledge our obligations to Themis for the help she has given us in men and money through her votaries. . ."

Referring to the first lawyer-Vice-Chancellor of the University, James Colvile, Gooroodas Banerjee alluded also to Asutosh Mookerjee in the following words:

"The greatest gifts of Themis . . . has been that our present learned, able and energetic Vice-Chancellor whose record of University work for quality and quantity, for brilliancy and solidity, stand altogether without a parallel."

Prosunno Coomar Tagore, Taraknath Palit, Rashbehary Ghose were all lawyers. Rashbehary Ghose was intimately connected with the University for a period of more than thirty-five years. His gift and that of Taraknath Palit enabled the University to lay the foundation of the University College of Science and Technology.

The first occupant of the Chair of Applied Mathematics was Ganesh Prasad, a distinguished mathematician and a graduate of the Universities of Calcutta, Allahabad and Göttingen. The first occupant of the Ghose Chair of Chemistry was P. C. Mitra who was a distinguished graduate of Calcutta and Berlin. The first occupant of the Ghose Chair of Physics was D. M. Bose, a distinguished graduate of London and Cambridge, who at present holds the Directorship of the Bose Institute of Calcutta, named after his uncle, Jagadischandra Bose, a Fellow of the Royal Society of England. Jagadischandra Bose's researches established the position that Indians were capable of holding their own against the best and the greatest scientists of the world. He was also a great benefactor of this University. He made a gift of Rs. 1,00,000 for the advancement of physico-biological studies at the University. The first occupant of the Ghose Chair of Botany was Shankar Purusottam Agharkar, a distinguished scholar who came from the Elphinstone College of Bombay. With justifiable pride Asutosh told the Senate of the University that the

"University has succeeded in the course of twenty months in establishing ten chairs, two of them founded out of the funds granted by the Government of India, two others, *viz.* the chairs of Comparative Philology and English were founded out of the University funds. The University owed those great professorships in Science to the benefaction of Tarak Nath Palit and Rashbehary Ghose."

He expected "encouraging support of the State, from public funds." He also mentioned with justifiable happiness the cosmopolitan character of the College of Science which was in the nature of an all-India institute. Half the professorships was

recruited from outside Bengal. "Science," Asutosh Mookerjee believed, "in its ultimate essentials, echoes the voice of the living God."

On 4 October, 1913, the Syndicate addressed a letter to the Government of India asking for an additional annual grant. The letter pointed out to the Government that the University was in receipt of the following amounts of money on the following heads:

(1) Inspection of colleges	...	...	Rs. 25,000
(2) Travelling Expenses of Fellow	...	...	Rs. 5,000
(3) University Law College	...	...	Rs. 20,000
		<i>plus</i>	Rs. 10,000
(4) Hardinge Professor of Mathematics	...	...	Rs. 12,000
(5) King George V Professor of Mental & Moral Philosophy	...	...	Rs. 12,000
(6) Taraknath Palit Laboratory	...	...	Rs. 12,000
(7) University Readers	...	...	Rs. 4,000
(8) Post-Graduate Teaching	...	...	Rs. 15,000

The additional annual grant which the Syndicate considered essential was to consist of the following items:

(1) Post-Graduate Teaching	...	...	Rs. 50,000
(2) Taraknath Palit Laboratory	...	...	Rs. 36,000
(3) University Readers	...	...	Rs. 20,000
(4) University Librarian	...	...	Rs. 6,000
(5) Secretary, Council of Post-Graduate Teaching	...	...	Rs. 6,000
(6) Professor of Modern History	...	...	Rs. 12,000
(7) Professor of Mahomedan Indian History	...	...	Rs. 12,000
(8) Professor of Astronomy	...	...	Rs. 12,000
(9) Professor of Botany	...	...	Rs. 12,000
(10) Professor of Zoology	...	...	Rs. 12,000
(11) Professor of Jurisprudence	...	...	Rs. 12,000

The reply of the Government of India, through Henry Sharp, its Joint Secretary, was that "when funds were available the request of the University will be considered along with other claims." In vain did Asutosh cry against "the present-day notabilities who shall have passed into inevitable and well-merited oblivion."

POST-GRADUATE TEACHING AND RESEARCH, 1913

On 27 September, 1913, Asutosh Mookerjee gave an account, before the Senate, of the teaching arrangement in the post-graduate departments of Arts and Science. These two departments were then teaching eleven subjects, *viz.*, Pure Mathematics, Sanskrit, Pali, Persian, Arabic, English, Comparative Philology, Mental and Moral Philosophy, History, Botany, and Political Economy. In Pure Mathematics there were 211 students and four lecturers. Professor Young, a Fellow of the Royal Society of England, was the Hardinge Professor of Pure Mathematics. There were four lecturers in the department: Shyamadas Mukherjee, Haridas Bagchi, Indubhusan Brahmachari and Phanindranath Ganguli, who were all scholars of eminence and contributed largely to the building up of the department. In Sanskrit there were twenty-eight students. There was as yet no Chair in Sanskrit, but it was manned by distinguished scholars. "Sanskrit", Asutosh Mookerjee stated elsewhere, "is composed of eight letters, but it includes an empire of thought and ideas and ideals in these eight letters." Pramathanath Tarkabhusan and Gurucharan Tarkadarsana-tirtha were in charge of the philosophical branch of Sanskrit. Thakur Prasad dealt with Grammar; Bahuballav Sastri, with Grammar and the Vedas; Lakshman Sastri, with Philosophy; Sitikantha Vachaspati, with Smriti; Taraprasanna Vidyaratna lectured on Poetry, Rajendranath Vidyabhusan on Rhetoric, Principal Satischandra Vidyabhusan on Inscriptions, Kaliprasanna Bhattacharyya on the history of Sanskrit Language and Literature, Muralidhar Banerjee on Prosody and Rhetoric, George Thibaut and Bhimsen Sastri on the Vedas and Rakhaldas Banerjee on Archaeology. Lectures were also delivered in Sanskrit subjects, by Asutosh Sastri, Bhagabatkumar Sastri and Surendranath Majumdar. In Pali there were six students and the subject was in charge of Principal Satischandra Vidyabhusan and Surendranath Majumdar. In Arabic and Persian, there were four students, and A. S. A. N. Gilani, Aga M. Kazim Shiraji and Zahid Suhrawardy were the lecturers. Zahid Suhrawardy subsequently became a Judge of the Calcutta High Court. In English there were 203 students, and the lecturers were Rabindranath Datta, Principal Herambachandra Maitra, T. S. Sterling, J. W. Holmes, Praphullachandra Ghosh and Henry Stephen.

Comparative Philology was taught by Professor Otto Strauss and Rabindranath Datta. In Mental and Moral Philosophy there were 199 students, and the lecturers were J. R. Banerjea, Hiralal Haldar, Adityanath Mukherjee, P. K. Chakrabarti, B. C. Ghosh, Prabhudatta Sastri and Ramdas Khan. Brajendranath Seal held the Chair. In Political Economy and Political Philosophy there were 156 students and the lecturers were Robert Leslie, Satischandra Ray, J. C. Coyaji, R. N. Gilchrist and M. A. Hafiz. Manohar Lal held the Chair. In History there were 183 students, and lectures were delivered by Subodhchandra Mukerjee, Surendranath Majumdar, Rakhal Das Banerjee, M. N. Bose, S. Khuda Buksh, N. N. Gupta, J. N. Das Gupta, Bepinbehari Sen and S. N. Dutta. George Thibaut dealt with Ancient Indian History. In Botany there were fourteen students and C. C. Calder gave such help as was possible. In Physiology S. C. Mahalanobis of the Presidency College was the only lecturer.

Altogether there were 1,005 students in Calcutta studying for M.A. and M.Sc. Examinations. The accommodation for the M.A. classes was strictly limited and lectures were held mainly in the Darbhanga Building. There was a Central Library with funds mainly supplied by the Government of India. The regular post-graduate teaching staff, therefore, consisted of University professors and University lecturers. Professors from the affiliated colleges also were appointed to deliver lectures as University lecturers. In those days there were also reputed Government colleges at two educational centres outside Calcutta, *viz.*, at Dacca and at Patna. M.A. studies took place also in those centres of learning under the college professors appointed by the Government and recognised as University lecturers.

University readers were also lecturing on specified topics to post-graduate students and other advanced students and initiating them into the mysteries of original research and investigation. Such readers included Thibaut in ancient oriental Astronomy, Schuster in Physics, Dineschandra Sen in the history of Bengali language and literature, Walker on electromagnetism, Cullis on Determinoids, Yamakami on Buddhism, D. N. Mullick on electro-magnetism, Oldenberg on oriental studies and methods of investigation, Forsyth on the Theory of Functions, J. N. Das Gupta on Bengal in the sixteenth and seventeenth centuries, Findlay Shirras on Indian economic

problems, Herman Jacobi on the theories of Indian rhetoric, and Paul Vinogradoff on kinship in early law.

The organization which controlled post-graduate study and research was the Governing Body. It regulated post-graduate teaching for M.A. and M.Sc. students. The proceedings of the Governing Body were subject to confirmation by the Syndicate. The Governing Body at that time consisted of the Vice-Chancellor (President *ex-officio*), Minto Professor of Economics, George V Professor of Philosophy, Hardinge Professor of Mathematics, Carmichael Professor of Ancient Indian History and Culture, Palit Professor of Chemistry, Palit Professor of Physics, three University lecturers annually nominated by the Syndicate, two University lecturers elected from amongst the University lecturers, and the Registrar. The duties of the Governing Body were to regulate the distribution of work amongst the University lecturers and to receive and consider reports from the latter as to the progress in their respective subjects. They exercised general supervision and gave such directions as might be necessary.

In 1913 there arose an unfortunate controversy between the University and the Government of India. Henry Sharp was Joint Secretary to the Department of Education to the Government. He was a member of the Indian Educational Service and acted as the Director of Public Instruction, Eastern Bengal and Assam. That province disappeared in 1911. Henry Sharp appeared as the representative of the Government of India in its relation to the University. He had served the province of Eastern Bengal and Assam when the great controversy between the Syndicate headed by the Vice-Chancellor Asutosh Mookerjee and Bampfylde Fuller, the Lieutenant-Governor of Eastern Bengal and Assam, took place in regard to the affairs of the Serajganj School in the district of Pabna. That episode with its epilogue has been described in inimitable words by John Morley, the then Secretary of State for India, in his *Recollections*. Morley was a liberal in politics, a follower of Gladstone "who occasionally forgot the British Empire". His account bears repetition :

"The Fuller difficulty came to a head and into full public view in July. The boys of certain schools at Serajgunj had been guilty of violently unruly conduct in the town, and the Lieutenant-Governor had officially applied to the Syndicate of Calcutta University to withdraw recognition from the schools. The Government of India pointed out that if he insisted on University taking

action, result would be acrimonious public discussion in which partition and administration of the new province would be bitterly attacked, and they thought it most desirable to avoid such contingency, and would prefer to rely upon new University regulations to deal with political movement in schools. For these reasons they suggested withdrawal of his request to University. The Lieutenant-Governor asked that either these orders should be reconsidered, or else that his resignation should be accepted. Lord Minto was quite alive to the objection against changing a Lieutenant-Governor in face of agitation, but it became every day more evident that the administration of the new province was unreliable and might lead to further difficulties. If we persuaded him to remain we should run the risk of having to support him against ill criticism. So the resignation was accepted. I telegraphed concurrence without delay."

Controversy with the Government of India arose in regard to three appointments to the post-graduate department of Arts. The Senate recommended appointment for two years of three lecturers, A. Rasul, Abdulla Suhrawardy and K. P. Jayaswal. A. Rasul was a scholar, a member of the English Bar, a nationalist Muslim politician. Abdulla Suhrawardy too was a distinguished scholar, who subsequently became interested in politics, and was in due course knighted by the Government. K. P. Jayaswal was a well-known Indologist. His Tagore Lectures throw a flood of light on Manu and Yajñavalkya. The Government of India under the regulations had the right to veto appointments to University professorships, readerships or lectureships "on other than academic grounds." Henry Sharp, representing the Government of India, vetoed all the three appointments. Sharp's words in the letter (20 May, 1913) addressed to the Registrar of the University are interesting reading:

"His Excellency (Governor-General-in-Council) does not consider it desirable to appoint as University Lecturers men who have recently taken a prominent part in political movements. It is not in strict accordance with the higher views of the University Teaching and the development of the Universities into teaching and residential Universities which are now jointly accepted, that an atmosphere of pure study should be fostered by all means in our power."

Abdulla Suhrawardy had been appointed lecturer before. His appointment was, therefore, in due course confirmed by the Government of India. Rasul threatened to challenge the powers of the Governor-General-in-Council. In vain did the Registrar

of the University lodge a long letter of protest (19 July, 1913) against the decision of the Government of India. In vain, it was pointed out by the Syndicate that "the principle of an atmosphere of pure study has been formulated with needless generality." The Senate discussed the matter at a meeting held on 5 July, 1913. Gooroodas Banerjee, Bhupendranath Basu and Rashbehary Ghose moved resolutions requesting the Governor-General-in-Council to reconsider the decision arrived at. The motion of Rashbehary Ghose was carried by thirty-four votes to two. Gooroodas Banerjee's motion was carried by thirty-five votes to two. The Senate made a memorial to the Governor-General and Chancellor for reconsideration. On 23 August, 1913, Henry Sharp wrote a long letter to the University emphasizing that

"the Government of India is bound in duty to prevent by every means in their power the exertion of unsettling influences upon students. They cannot ignore the mischief which has already been wrought among the pupils of certain schools and colleges in Bengal."

And thus did the woes of the University begin. In March, 1914, it was fairly well-known that the Vice-Chancellorship of Asutosh Mookerjee after eight long years was coming to an end. On 7 March, 1914, at a meeting of the Senate, a proposal was brought forward on behalf of the Syndicate to give security of tenure to the whole-time teachers of the University. The Governing Body for post-graduate studies formulated requirements and framed a comprehensive scheme. That scheme was fully considered by the Syndicate and by the Board of Accounts of the University. The acceptance of the scheme granting appointments to the University teachers for five years or seven years, did not require any additional financial expenditure on the part of the University or of the Government. The total estimated cost for the administration and teaching of the major departments of post-graduate studies, *viz.*, English, Philosophy, Economics, History and Mathematics, was only Rs. 10,500 a month. The monthly expenditure on minor departments (judged by the number of students) like Sanskrit, Pali, Arabic, Persian, Botany and Geology was estimated to be Rs. 1,250 per month. The number of students then in the M.A. and M.Sc. classes was 1,178. The division of major and minor subjects was made on

the basis of the number of students studying in each subject. The Government of India was at the time making an annual grant of Rs. 15,000 for the lecturers of the University. Principal H. R. James of the Presidency College led the opposition. He deplored the lack of accommodation for housing the post-graduate departments and referred to unhealthy rivalry between the University and the colleges. He moved that the motion of the Syndicate before the Senate should stand adjourned for a fortnight. In the normal course of events, the Vice-Chancellorship of Asutosh Mookerjee was to come to an end on 31 March, 1914. Owston Smith saw in the proposal to afford reasonable security to whole-time lecturers in the post-graduate departments "a danger of megalomania". James advised the Senate "to proceed with deliberation and circumspection". He bitterly complained against what he described as "the anomaly of the University classes". Principal Turner of the Dacca College and Principal J. Watt of the Scottish Churches College were filled with misgivings. Gooroodas Banerjee pointed out that it was one of the objects of the Universities Act of 1904 to make Calcutta University a teaching University and not to continue it as a mere examining body. Asutosh Mookerjee, while summing up the debate said that "boldness of conception and rapidity of execution had always appealed to him." He uncompromisingly maintained that "post-graduate instruction on an extensive scale was pre-eminently desirable and was for the good of the community." The motion for adjournment was lost—4 against 44. At this meeting of the Senate two appointments were made. Harendracoomar Mookerjee and Rameschandra Majumdar were appointed University lecturers. Rameschandra Majumdar has been a distinguished scholar, an eminent historian, and eventually became Vice-Chancellor of Dacca University. Harendracoomar Mookerjee served the University in many capacities, as Lecturer, Secretary, Council of Post-Graduate Teaching in Arts, Inspector of Colleges and University Professor of English. He was a member of the Bengal Legislative Council. He was a member of the Constituent Assembly and also its Vice-President. He died in harness as the Chancellor of the University and as Governor of West Bengal. He made donations to his University from time to time of the value of nearly Rs. 22,00,000.

On 27 March, 1914, four days before the fourth term of his Vice-Chancellorship was due to expire, Asutosh Mookerjee laid the foundation stone of the University College of Science. While laying the foundation stone, he referred to the princely gifts of Taraknath Palit and Rashbehary Ghose. He also stated that the Government of India was paying Rs. 12,000 out of the annual grant of Rs. 65,000 for the maintenance of the laboratory in connection with the Taraknath Palit Trust. He also mentioned that the University from out of its Fee Fund had laid out Rs. 2,50,000 for the building of the University College of Science and Technology.

On 28 March, 1914, Asutosh Mookerjee delivered his eighth Convocation Address. Hardinge, the Chancellor, was absent but he sent a message in course of which he referred to the activities of the retiring Vice-Chancellor during the long and unprecedented term of office, and stated that "he had made his University his own." That message stated that Devaprasad Sarvadhikary, who had been connected with the University for long years, was to succeed Asutosh as "the first non-official Vice-Chancellor." Devaprasad Sarvadhikary was a member of the Syndicate and the Senate, and represented the latter in the Bengal Legislative Council. Along with Praphullachandra Ray he represented the University at the Congress of the Universities of the British Empire in 1912. Aberdeen conferred on him the honorary degree of Doctor of Laws.

In his Convocation Address Asutosh Mookerjee stressed the story of the evolution of the post-graduate departments of study. He defended the expansion of the University on the ground that the Universities Act of 1904 had led to the evolution of standards of not merely examinations but of instruction. He spoke against unnecessary interference of the Government of India even in strictly circumscribed academic fields. He spoke in burning words about his hopes and fears, the opposition he had to face and the sacrifices which he had to make. He said:

"The last eight years, in truth, have been years of unremittent struggle; difficulties and obstacles kept springing up like the heads of the Hydra, each head armed with sharp and often venomous fangs. A late lamented member of the Syndicate very ably alluded to the toil of the Syndicate and the Vice-Chancellor as truly Herculean . . . The Vice-Chancellor has to exercise two functions to which there was responsibility attached.

He has to introduce new important measures and he has to guide the Syndicate to profitable and if possible unanimous resolutions to be laid before the Senate. He was delighted to see the signs of the awakening of higher intellectual and scholarly ambitions amongst our students. 'The new spirit' is abroad amongst us also."

He could not conceal to himself and to others, however, the serious anxiety which he felt as to the future of what he characterized as the "new University". His concluding words will ring down in history:

"Though much has been done, more remains to be done, and who knows what the future may bring. I at times truly feel like the care-worn toiler of the soil, when, on fields first brought under the plough by him, he at last sees the earliest tender green shoots issue from the ground. He dwells in remembrance on the long series of hard labours he had to undergo in order to carry things so far—the felling of trees, the digging out of stubborn roots and stones, the draining of marshy soil, the clearing of obstructive weeds, and then finally the toils of ploughing and sowing. Now, at last, the first fruits of all this labour begin to show themselves, refreshing his eyes and gladdening his heart. But yet how much may not intervene before full fruition is obtained, before, from the delicate emerald shoots there have risen the serried ranks of rigid ears, each of them proudly balancing at the top its little treasury of golden grains, and, again, how much may not happen before all those precious grains have been safely gathered and stored in barns, ready to supply wholesome food for the cultivator, for his family, for his tribe. Untimely drought may wither the young stalks, storms and rain may beat down the ears, fierce hail may lacerate them, noxious insects may destroy the ripening grain. The cultivator has done his best; he now stands helpless; nothing is left to him, but to hope, to pray and to trust. I repeat, I at times feel like that toiler of the fields.

"I, too, or let me rather say, we too—I and my helpers—have worked in the sweat of our brows, have spent laborious days and anxious nights; we too have hoped for a glorious harvest, a harvest not palpable but not the less real on that account, a harvest in the fields of the spirit and the intellect, supplying nourishment which a great people needs, no less than wholesome material bread, pure water, a pure atmosphere. We have prepared the ground and now see the first fruit of our labours. But here also how much may not happen to prevent the full ripening of the harvest. I must admit that when I recall to memory all the difficulties it gave us such heavy trouble to overcome, and when I picture to myself in my imagination all the difficulties that may beset the future path of the University, I have

moments of deep anxiety. The steady opposition which we had to face is not yet crushed, and it is all the more dangerous when it chooses to move in the dark. Sympathy has failed us in quarters where we had a right to demand it, and where we confidently reckoned on it. But more even than well defined opposition and clearly declared want of sympathy, I dread want of fortitude and energy on the part of those who at the bottom view our efforts with approbation, I dread that pusillanimity which shrinks at the first rough collision with determined hostility, that cowardly spirit of compromise which so often induces the weak man to accept a fraction of the reward for which he has hitherto contended, while one resolute step in advance, one bold thrust of the arm, might have secured for him the whole glorious prize. All these dangers I vividly realize, and hence my feelings are sometimes not unlike those of the husbandman when he sees dark clouds massing on the horizon and hears the muffled sound of distant thunder. To me also, nothing is left but to hope, to pray, to trust.

"But far be it from me to close this address of mine on a note of fear and despondency. The spectres of doubt and apprehension which at times crowd round the bravest, even vanish into nothingness when faced with resolution. When all is said and done, there is alive in the depths of my soul the unshakable conviction that I and my helpers have, during these last years, fought a good fight ; that the light, which has kept beckoning us onward on our rough and dark path was not the fitful gleam of a will-o-the-wisp, but the steady radiance of a pure and holy flame for ever burning in a glorious temple however far remote—a shrine dedicated to the worship of Truth and the Ideal. Let us, therefore, advance, the banner of progress in hand, with bold but not unwary steps, drawing confidence and inspiration from the consciousness that so many of the best and truest men of our people are in full sympathy with us ; that the rising generation has availed itself with eagerness, nay enthusiasm, of the new opportunities we have created for higher studies ; that the sparks of the new inextinguishable fire kindled in our midst have already leapt to all parts of India, and that the sister universities are eager to imitate and emulate what we have boldly initiated. I feel that a mighty new spirit has been aroused, a spirit that will not be quenched ; and this conviction, indeed, is a deep comfort to me at the moment when I take leave from work dear to me for so many weighty reasons. The workers pass away ; the solid results of their work remain and fructify. I thus bid farewell to office and fellow workers, not without anxiety for the future of my University, but yet with a great measure of inward contentment : and—let this be my last word—from the depths of my soul, there rises a fervent prayer for the perennial welfare of our *Alma Mater*—for whom it was given to me to do much work

and suffer to some extent—and of that greater parental divinity to whom even our great University is a mere hand-maiden as it were—by beloved Motherland.”

So, retired Asutosh Mookerjee from the Vice-Chancellorship of Calcutta University after four terms of office. During the course of one hundred years, no Vice-Chancellor with the exception of Bayley, served the University for more than two terms. Prior to the passing of the Calcutta University Act of 1951 by the State Legislature of West Bengal, only eleven Vice-Chancellors with the exception of Asutosh Mookerjee served the University as Vice-Chancellor for two terms, *viz.*, Maine, Bayley, Wilson, Reynolds, Raleigh, Devaprasad Sarvadhikary, Hassan Suhrawardhy, Syamaprasad Mookerjee, Azizul Huq and Pramathanath Banerjee. Asutosh Mookerjee did not realize in 1914 that he would be called upon again, eight years later, to hold the reins of office for another term at a time of unprecedented economic and political turmoil. In 1914, Asutosh Mookerjee's Fellowship expired. For nearly a quarter of a century he was a nominated member of the Senate. In 1914, for the first time in his life, he was elected to the Senate by the constituency of Registered Graduates. His constituents presented to the University a full-length portrait of his in oil. A marble bust of Asutosh was presented by the Principal, professors and students of the University Law College. It was unveiled by Carmichael, the Rector of the University, and stands at the head of the steps of the Darbhanga Building welcoming scholars of the world, seeking knowledge and truth.

Devaprasad Sarvadhikary's two terms of office from 1914 to 1918 covered the most critical years of the post-graduate departments of the University, the University itself, the country and the world at large. On 4 August, 1914, burst upon the world the First World War. Shortly before, Rabindranath Tagore, as a citizen of the world, in his address to a distinguished audience in the United States of America spoke about “the crisis in our civilization”. That crisis, he maintained, could be averted if the weak grew bold and did not submit to force. The weak did not grow bold. Force overcame hope, and the British Empire faced a dangerously critical situation.

In 1914, Manu Subedar was appointed an assistant professor

of Economics. J. N. Das Gupta was appointed reader to deliver lectures on India in the seventeenth century as depicted by European travellers and foreign observers. Dineschandra Sen dealt with the Vaisnava literature in mediaeval Bengal. Henry Armstrong of the Imperial College of Science and Technology, delivered a course of lectures on Chemistry. Arthur Brown lectured on International Law.

At the annual Convocation held at the Town Hall on 6 March, 1915, the Vice-Chancellor of the University announced the decision of the Government of India making a capital grant of Rs. 10,00,000 to the University for the building of hostels for students studying in affiliated colleges. A sum of Rs. 1,68,000 was paid out of this proposed grant for the construction of the Muslim hostel in Calcutta known as the Carmichael Hostel.

In the same year, Sankaran Nair became Education Member to the Governor-General's Executive Council. He was an eminent lawyer and a jurist; for some time he was a Judge of Madras High Court. He was a great patriot. He resigned his appointment after the Jallianwallabag Massacre and the atrocities that followed.

The year 1917 opened with a bleak outlook for the University. A series of untoward events created a great furore in the contemporary educational world of Bengal; the University suffered a financial loss of several lakhs of rupees which might easily have helped the sorely harassed finances of the University, especially in regard to its expenditure over teaching departments. In the same year the Government of India appointed without any consultation with the Senate, a committee to enquire into post-graduate teaching in Calcutta. Asutosh Mookerjee was the Chairman of the committee. Its other members were Professor Praphullachandra Ray, Professor Brajendranath Seal, Professor C. J. Hamilton, Principal G. Howells of the Serampore College, Principal W. C. Wordsworth of the Presidency College and W. W. Hornell, the Director of Public Instruction, Bengal. The committee presented a unanimous report. But in the meantime, at the Convocation Address on 6 January 1917, the Chancellor had announced the intention of the Government of India to appoint a University Commission in regard to Calcutta University.

THE TRIALS OF THE POST-GRADUATE DEPARTMENTS

The post-graduate departments of the University of Calcutta had to face three great trials in the course of its history. The Senate decided the question of their future on 17 March, 31 March and 16 April, 1917. Within a year after the death of Asutosh Mookerjee, in 1925, the same body was called upon to deal with the question of the stabilization of the post-graduate departments of study, at its meetings on 2, 16, 18, 19 and 21 May. Sir William Ewart Greaves was then the Vice-Chancellor. Four years later, the Senate was again called upon to give its final approval to the scheme of post-graduate studies at its meetings held on 22 March to 15 April, 1930. Principal W. S. Urquhart was then Vice-Chancellor.

At the meeting of the Senate held on 17 March, 1917, Asutosh Mookerjee moved: (1) That the Senate do take into consideration the report of the post-graduate committee appointed by the Government of India. (2) That the Senate do record its approval of the two principles enunciated in paragraph 25 of the report. The two principles were fundamental. "The first was", in the words of Asutosh Mookerjee, "that an intimate association and co-operation between the college staffs and the University staffs was imperative in the interests of all concerned and of the development of higher teaching." The second principle was that it was necessary to constitute a suitable organization within which post-graduate teachers would be enabled by discussion among themselves efficiently to conduct the teaching and examination of graduates. The main purposes of the report were: (1) enunciation of the policy, (2) the creation of a suitable organization for supervision. Duplication of work was to be avoided. Specialization was to be fostered. Academic work, Asutosh maintained, should be under academic control. Asutosh further moved that the Senate should appoint a committee of four members, to frame on the lines of the report, draft regulations and proposals for alterations in the existing regulations. The meeting of the Senate was postponed till 31 March, 1917, for the consideration of the matter. S. Khuda Bukhsh seconded the motion. Principal Urquhart of the Scottish Churches College gave notice of an amendment asking for the postponement of the consideration of the matter till the Calcutta University Commission announced by the Chancellor in his Convocation Address

of 6 January, 1917, had made its report. In the course of his speech Urquhart said :

"he was driven by an untoward fate to find himself in opposition not only to Sir Asutosh Mookerjee but also to the Director of Public Instruction [W. W. Hornwell] and the present Principal of the Presidency College [W. C. Wordsworth]. Some people were born to tragedy, some were driven to it. The latter was his own case."

Urquhart complained that the Senate had not been consulted before the Government of India announced its decision to appoint the post-graduate committee. He also complained that the composition of the committee was not representative in character. He was indeed invited by the committee to aid its deliberations, but when he arrived he found that the committee had already made up their minds.

Urquhart's amendment was seconded by Principal W. A. J. Archbold of Dacca College. The Dacca College then was an affiliated college to Calcutta University. In seconding the amendment, Archbold said :

"The University was a sick man of India for whom the doctors prescribed all manners of remedies, some insisting like Christian Scientists that it was all fancy and nothing was the matter, most however, agreeing in one prescription, and that was a Committee . . . In each department they would find the University's praise consisted in an apology . . . What they wanted was not Committees, but men. They were breaking down the only strong organisation they had, which was the collegiate system."

Principal Girischandra Bose of the Bangabasi College argued that "centralisation was the spirit and the tendency of the time and that it was generally recognised that efficiency increased with decentralisation". The result of the adoption of the report, he maintained, was that the right to teach the M.A. standard would be taken away from every college in Calcutta and that these colleges would thereby be reduced to the status of dignified secondary schools. Hiralal Halder, Professor of Philosophy of the University, whose philosophical exterior successfully concealed his humour, said :

"If the Calcutta University was a sick man, they had at least the consolation that eminent doctors from outside were expected to come and prescribe remedies. But it would take some time before they would arrive to feel the pulse of the patient, and there was no reason why, in the meantime, they should not try to fight the disease with country medicines."

He was obviously referring to the Calcutta University Commission. The Director of Public Instruction, W. W. Hornell pointed out to the Senate that the Government of India desired action and not inaction. V. H. Jackson, Principal of the Patna College and F. C. Turner, Professor, Dacca College did not agree with the two fundamental principles mentioned by Asutosh Mookerjee. Turner indeed was critical about the attitude of W. C. Wordsworth and W. W. Hornell. His anxiety was for the Presidency College. He was against breaking with the traditions of the past. Bengal after all, he said, was being ruled by the Presidency College men. Gooroodas Banerjee also opposed the proposals of the committee. He deprecated unhealthy competition between the colleges, but "unhealthy competition was better," he said, "than unhealthy stagnation." Asutosh Mookerjee, in reply stated that "he had been taught as a student that action and reaction were equal and opposite, but he had yet to learn that action and inaction were equal and identical." He protested against the description of the University as "the sick man of India," and stated that "if the description be true, the sooner the Senate took effective steps to treat the sick man, the better for the University."

On 17 March, 1917, the names of the members of the proposed Calcutta University Commission were not known. There was a rumour in certain quarters, that Asutosh Mookerjee might not be included in the list of members. Urquhart's amendment was put to the vote and lost, only six out of sixty Senators present voting for it. The first scene in the dramatic fight for the post-graduate teaching, studies and research in Calcutta was thus over. The committee entrusted with the task of drafting the necessary regulations on the basis of the report of the post-graduate committee appointed by the Government of India, consisted of four members: Asutosh Mookerjee, W. W. Hornell, Brajendranath Seal, and George Howells.

On 31 March, 1917, the Senate met again. Seventy-four members of the Senate out of its total strength of 110 were present. Devaprasad Sarvadhikary, the Vice-Chancellor, presided. The first skirmishes began with the leave of the Senate that Asutosh Mookerjee asked for to amend his motion, *viz.*, that the draft regulations be adopted. Asutosh Mookerjee moved the following amendment:

"The Senate, on the recommendation of the Councils (the proposed Post-graduate Councils of Arts and of Science) shall from time to time frame rules consistent with the regulations to facilitate the management of Post-graduate studies in Calcutta. In particular, and without prejudice to the generality of the foregoing power, such rules may (a) define the duties of the President of the Council; (b) provide for the appointment of a Vice-President of a Council, and define his duties; (c) provide for the appointment of a teacher as Principal; (d) provide for the participation of teachers, appointed under clauses (a) and (b) of Section 3, in the work of instruction of under-graduate students of affiliated Colleges; (e) provide for the assignment of students to tutors and define their relation; (f) regulate the conditions of residence of Post-Graduate students; (g) provide that a post-graduate student, may, with the permission of the Principal of the college from which he graduated, continue to be a member of such college and that his name may be borne on its rolls; (h) provide for the due recognition of the association of a student with an affiliated college under the preceding clause or otherwise."

Gooroodas Banerjee led the opposition. He opposed the grant of leave by the Senate to the amendments proposed by Asutosh Mookerjee. He said:

"It might appear ungracious at any time to oppose a motion for permission to amend a motion of which notice had been given, especially if leave to amend a motion was asked for by one who had seldom occasion to ask for leave of that nature. But he could not allow feeling to get the better of reason. His opposition might be ungracious, but it was not ungenerous."

Before putting the proposal for leave to amend the motion, Devaprasad Sarvadhikary, the Vice-Chancellor, pointed out to the Senate that, "since the discussion of the Regulations now in force no more momentous measure had come before the Senate. If at this stage the rules could be amended and improved, that should be done." The leave to amend was given by forty-three votes. Asutosh Mookerjee then started the analysis of the whole scheme as embodied in the report of the committee of four. Notices of forty-six amendments had been given. He stated that

"the Report should be grouped under two divisions. The first division defined in full detail the scope and functions of the new machinery to be created for the organisation and management of the proposed scheme of Post-Graduate studies. The second division treated of finance and contained proposals to raise additional revenue by an increase in the fees paid by candidates for admission to the Matriculation Examination and the I.A., I.Sc. and B.A. Examinations."

Post-Graduate teaching then was conducted by three agencies in Calcutta, *viz.*, the University, the Presidency College and the Scottish Churches College. Outside Calcutta the agencies were twofold: either colleges affiliated to the M.A. or to the M.Sc. standard or by lecturers approved and appointed by the University. At this stage the Scottish Churches College enjoyed affiliation up to the M.A. standard in Mental and Moral Philosophy and Pure Mathematics. The Presidency College enjoyed affiliation in English, Mathematics, History, Political Economy and Political Philosophy. The Dacca College was affiliated in English. The members of its staff were doing post-graduate teaching, as University lecturers, in History, Economics, Physics and Chemistry. The Cotton College, Gauhati, was affiliated in English. The Patna College was associated with lectures in History and Economics. The Victoria College, Cooch-Behar, was affiliated in Philosophy. A circular had gone out from the Vice-Chancellor and Syndicate enquiring from the affiliated colleges in Calcutta as to whether or not they desired to ask for further affiliation up to M.A. or M.Sc. standard in regard to subjects taught in those colleges. The response was not enthusiastic. In Calcutta there were approximately 1,600 students at that stage preparing for the M.A. and M.Sc. Examinations. Of these, the Presidency College claimed about 250, the Scottish Churches College about 50. There, thus prevailed in Calcutta a dual system, *viz.*, the post-graduate classes in the University and the M.A. and M.Sc. colleges in the two affiliated colleges. The principles underlying the proposal for centralization of post-graduate teaching, study and research in Calcutta were as follows: (i) the two affiliated colleges in Calcutta, the Presidency College and the Scottish Churches Colleges, were to lose the affiliation for M.A. or M.Sc. teaching; (ii) all the available resources in Calcutta in a particular subject were to be co-ordinated and placed at the disposal of each post-graduate student; (iii) the highest teachers of the University who could not, under the Universities Act of 1904 and the regulations framed thereunder, have seats on the controlling authorities of post-graduate teaching, study and research, must be given academic status; (iv) under the Universities Act of 1904, the Syndicate was the sole executive authority in the University. Under the scheme, academic matters, in regard to M.A. and M.Sc. studies should

be in the hands of two Post-graduate Councils, one in Arts and the other in Science, with two executive bodies, the Executive Committee of the Council of Post-Graduate Teaching in Arts and the Executive Committee of the Council of Post-Graduate Teaching in Science. There was to be a President in each of the post-graduate councils elected by the members of the council concerned. The post-graduate councils were in the main to be composed of teachers, with certain representation from the Senate and the Faculties of Arts and Science. Under each Council there should be a number of Boards of Higher Studies. Their composition was to be different from the composition of the Boards of Studies functioning under the then regulations passed under the Universities Act 1904. The Boards of Higher Studies were to consist mainly of teachers dealing with post-graduate work. Each Higher Board was to have a Chairman elected by the members of the Board. Very important functions were placed in the hands of the Boards of Higher Studies in regard to organization of work and in regard to the formulation of proposals for improvement in methods of teaching, study and research. These Higher Boards could initiate proposals for the salaries and allowances of the teachers themselves. A perfectly democratic organization was visualized. The distinction of rank and position according to the method and manner of appointment of teachers, their salaries and emoluments, was to a large extent removed. The members of the Indian Educational Service lost their predominant position in the system of post-graduate studies in Calcutta. The proceedings of the Executive Committees were subject to confirmation by the post-graduate Councils. The proceedings of the post-graduate Councils were subject to confirmation by the Senate. The Vice-Chancellor of the University was not the *ex-officio* President either of the Executive Committees or of the Councils. The two great colleges in Calcutta were to lose their M.A. and or M.Sc. affiliation. The other colleges might have aspirations. For the time being possibilities were non-existent. Those aspirations were to be merged with the idea of co-operation. Every teacher doing independent post-graduate teaching work at the date of the establishment of the new organization, was entitled to be a University teacher. At a later stage in the course of the discussion on the proposals, Principals of all the

colleges in Calcutta affiliated up to the B.A. or the B.Sc. standards, were made *ex-officio* members of the post-graduate Councils. The Syndicate was entitled to make any observations it desired to make in regard to any proposal of the two post-graduate Councils before such proposal was forwarded to the Senate. The proposals visualized also the vesting of administrative duties in the hands of two Secretaries, one for the post-graduate Council in Arts and the other for the post-graduate Council in Science. The scheme, if carried through, required finances, and the financial proposals included the raising of fees of the Matriculation Examination by three rupees, the Intermediate Examinations by five rupees and the B.A. and B.Sc. Examinations by five rupees. One-third of the fees payable by these examinees was to be credited to a post-graduate fund in addition to the income from the endowments received by the University and the subventions receivable by the University from the Government of India. The Senate was also empowered to make additional contributions from the fee fund of the University to the post-graduate fund from time to time. The crux of the problem, therefore, was three-fold: centralization of administration for supervision and control, financial stability to the scheme for effective operation, and encouragement to the highest teachers in commanding an effective voice in post-graduate teaching, study and research.

The scheme contemplated classification of the proposed teaching staff into four classes of teachers: (a) teachers appointed and paid by the University; (b) teachers whose services were lent from time to time by the Provincial or the Imperial Government or by private institutions; (c) teachers in colleges specially qualified to take part in post-graduate instruction and who undertook at the request of the University to deliver a course of lectures on selected topics; (d) persons engaged in other than educational work who might undertake at the request of the University and for a remuneration settled by it, to deal with special subjects in which they were authorities. This class of teachers it was contemplated, would include experts who would deal with special subjects like Railway Economics, Banking, Currency, International Trade, Statistics, Mathematical Economics, Numismatics, Archaeology, Meteorology. Such teachers might come from the Secretariat or from commercial bodies.

C. W. Peake of the Indian Educational Services, Professor, Presidency College, proposed by way of an amendment that the amended motion of Asutosh Mookerjee should be further considered by a committee of eight members, that nothing in the proposed regulations should interfere with colleges already affiliated up to the M.A. and M.Sc. standards under the present regulations, and that further affiliation should be facilitated in the affiliated colleges. Peake was of opinion that it was possible to introduce necessary reforms into the system of post-graduate teaching without disaffiliating the Calcutta colleges. "Instead of disaffiliating them," he said, "the door should be left wide open for further affiliation."

Haraprasad Sastri seconded the amendment. Principal Archbold strongly supported Peake's amendment. "If Sir Asutosh's resolutions were carried," he said, "the force and character of the Presidency College very largely centred in the post-graduate classes of the College would be destroyed." Gooroodas Banerjee gave notice of fifteen amendments. He was in favour of Peake's amendment. He felt that the scheme sponsored by Asutosh Mookerjee "amounted to grafting another university on the existing University . . . The existence of several executive bodies within the University would be a waste of energy." He maintained that unhealthy stagnation was worse than unhealthy competition. Principal Urquhart felt that the issue was one between college and university organizations. Bhupendranath Basu supported Peake's amendment. He said that the scheme came before them with a certificate of excellence from Sir Asutosh Mookerjee, who "like a second Ulysses was endeavouring to guide his ship safely between Scylla and Charybdis." Suresprasad Sarbadhikari, who was one of the most eminent surgeons of Calcutta and one of the founders of the Carmichael (now R. G. Kar) Medical College, and also the organizer and founder of the Calcutta University Battalion, felt that the central institution proposed by the scheme "would thrive by cannibalism." Principal Wordsworth, according to him, had agreed to commit suicide.

• In his reply, Asutosh Mookerjee agreed that "there was ample room for honest difference of opinion." He protested against the description of the proposed system as calculated to destroy two affiliated colleges. He protested also against the

expressions used, viz., "cannibalism", "infanticide" and "suicide". He scouted the suggestion that in pressing the scheme for organization and management of post-graduate studies, the University was claiming a monopoly.

Devaprasad Sarvadhikary, in summing up, pointed out that under the proposed regulations it was incumbent upon the University to provide for post-graduate teaching, study and research in the Faculties of Arts and Science. He continued:

"Not even the Presidency College was properly staffed to carry on that part of the post-graduate work which it had undertaken and the Scottish Churches College had to abandon some of the work in which it had been formerly engaged. The Government of India had at one time looked with unaccountable disfavour on the development of post-graduate work directly connected with the University, . . . Recently as a result of explanations and exchange of views, a change came over the attitude of the Government of India."

"Peake's amendment," the Vice-Chancellor pointed out, "was replete with difficulties". His amendment when put to vote, was lost, 14 members voting for and 35 against it. Asutosh Mookerjee described the army of amendments before the Senate in the following words: "The amendments were of three kinds; some were for strangulation; some, again, were for emasculation, while others were for rectification."

On 14 April, 1917, the Senate met again to continue the consideration of the report. Hornell, the Director of Public Instruction, proposed to reduce the time limit of speeches. Gooroodas Banerjee stated in his speech that personally he was quite prepared to accept Hornell's motion; but he felt himself constrained to oppose it on principle. The amendments had all been proposed in earnestness, and it was only fair that nothing should be hurried through. Bidhanchandra Roy, who has been closely associated with the University as a member of the Senate, the Board of Accounts, the Syndicate and diverse other bodies in the University, and who subsequently became Vice-Chancellor of the University, now Chief Minister of West Bengal, also felt that, "there was a feeling, whether justifiable or not, he could not say, that matters were being rushed through." Bhupendranath Basu moved further that the Senate should resolve itself into a committee for the purpose of

fuller discussion. "It looked," he stated, "as if the committee wished to get round the Commission." Bhupendranath Basu's amendment was lost. Gooroodas Banerjee's next amendment was to substitute the word "mainly" for the word "only" in the proposed regulations. Gooroodas Banerjee maintained that it was not necessary to disaffiliate the Presidency College and the Scottish Churches College, nor was it necessary to prohibit absolutely further affiliation in the interest of the students, in the interest of the colleges and in the interest of the University. He was supported by Principal Archbold. "It seemed curious," he said, "that they were taking so much trouble to degrade the finest college in India and one that came close after it." Principal Girischandra Bose said, "that the proposed measure was urged along by the sheer driving force of the mover." "According to the report" he stated, "there would be two Senates and two Syndicates ; a young Senate and Syndicate with fresh blood in their veins and an old and decrepit Senate and Syndicate". Suresprasad Sarbadhikari was of opinion that the effect of the acceptance of the scheme would constitute certain amount of duplication in the matter of science teaching. Unless the Government was prepared to maintain the science department of the Presidency College on the same scale of splendour as the University did in regard to the University College of Science, in the matter of men as well as equipments, "the Presidency College would dwindle down to a small side-show." "Had it to come to this" he stated "that Science teaching in the Calcutta University was to be for ever divorced from the best type of European Professors?"

Asutosh Mookerjee in his reply maintained that the University was now taking a momentous step. "They were about to make a fresh advance in the way of development of a teaching University at Calcutta, of which the foundation has been silently and unobtrusively laid a few years earlier."

Devaprasad Sarvadhikary placed before the Senate certain extracts from a letter dated 27 November, 1916, which was despatched by the University to the Government of India. That letter stated in categorical terms that the resources available for higher teaching should be organized so as to form a single well-connected whole. This was in conformity with the needs of higher education.

Gooroodas Banerjee's amendment was put to the vote and lost, 16 members voting for, and 33 against it.

At the meeting of the Senate held on 16 April, 1917, many amendments were disposed of. The most important amendment moved was the amendment of Gooroodas Banerjee. He opposed the raising of fees for the Matriculation, I.A. and I.Sc. Examinations. He challenged the propriety of the proposals to increase the financial burden of the guardians of the candidates at these examinations. He pointed out to the Senate the poverty of the students and he characterized the proposal to increase the examination fees as "taxing Peter to pay Paul". He further stated that "they should raise the tuition and examination fees of post-graduate students so as to make the post-graduate classes self-supporting . . . Post-Graduate teaching was all very well. But the staff should be limited to a small number of first-rate men to guide, instead of to coach, students. They might well refrain from making provision for tutors and coaching for examinations. They should confine themselves to assisting the good student but not try their utmost badly to work up inferior material with mediocre agency at disproportionate expense."

Howells pleaded for treating education as a whole. "Every civilized country," he stated, "paid heavily for its higher education, not because higher education advanced the interests of the few, but because it was of vital import to the development of the nation as a corporate whole."

Asutosh Mookerjee, in his reply, stated:

"he had not been taken by surprise by the amendment moved by Sir Gooroodas Banerjee. He had anticipated that this would be the last arrow in the quiver of the opponents of his scheme, because they were well aware that, if the scheme were adopted by the Senate in all essential details, the only successful method to render it nugatory would be to starve it completely."

The amendment proposed by Gooroodas Banerjee was put to the vote and lost by a large majority. The original motion of Asutosh Mookerjee, as amended, was placed before the meeting for discussion. As no member intended to speak on the motion, it was put to the vote and carried. So ended the Herculean struggle for the establishment of a centralized post-graduate system of teaching, study and research in Calcutta. The differ-

ences of opinion over this important subject were honest differences held and expressed with earnestness of conviction by two contending schools of thought. The new regulations came into the Statute Book as Chapter XI. Post-graduate teaching, study and research in the Faculties of Arts and Science in Calcutta were governed by these regulations with certain amendments from time to time for more than thirty years. The Calcutta University Act of 1951 passed by the State Legislature of West Bengal and the statutes framed thereunder, erased these regulations from the Statute Book, but a major part of the fundamental principles underlying them have, however, been retained.

CALCUTTA UNIVERSITY COMMISSION, 1917

As stated before, at the Convocation Address of the University on 6 January, 1917, Chancellor Chelmsford made an announcement of the policy of the Government of India to appoint a Commission for the University of Calcutta. By a letter dated 14 September, 1917, the Secretary to the Government of India, Education Department, intimated the constitution of the Commission by the Governor-General-in-Council for the purpose of carrying on an investigation into the problems connected with the University, and the formulation of recommendations in the light of the best expert opinion upon the present requirements of University instruction and organization. The resolution of the Government of India was as follows:

"The Governor-General-in-Council has decided to appoint a Commission to enquire into the condition and prospects of the University of Calcutta and to consider the question of a constructive policy in relation to the questions which it presents."

"It is the desire of the Governor-General-in-Council that the constitution of the Commission should ensure an investigation of the problems connected with the University and the formulation of recommendations in the light of the best expert opinion upon the present requirements of university instruction and organisation. The assistance of His Majesty's Secretary of State was accordingly enlisted for the selection of persons fully acquainted with recent developments of university education in the United Kingdom. With these will be associated three persons competent to advise upon the peculiar conditions which prevail in India."

The members of the Commission were as follows :

Dr. M. E. Sadler, C.B., M.A., Litt.D., LL.D., Vice-Chancellor of the University of Leeds—*President*.

Dr. J. W. Gregory, F.R.S., D.Sc., M.I.M.M., Professor of Geology, University of Glasgow.

Mr. P. J. Hartog, C.I.E., M.A., B.Sc., L-ès-Sc., Academic Registrar, University of London.

Professor Ramsay Muir, M.A., Professor of Modern History, University of Manchester.

The Hon'ble Sir Asutosh Mookerjee, Kt., C.S.I., M.A., D.L., Puisne Judge, High Court of Judicature at Fort William in Bengal.

The Hon'ble Mr. W. W. Hornwell, M.R.A.S., M.A., Director of Public Instruction, Bengal.

Dr. Zia-ud-din Ahmad, C.I.E., M.A., D.Sc., Ph.D., Senior Tutor and Professor of Mathematics, Muhammadan Anglo-Oriental College, Aligarh.

Mr. G. Anderson, Assistant Secretary in the Department of Education of the Government of India—*Secretary*.

The terms of reference to the Commission were :

(1) To enquire into the working of the present organization of the University of Calcutta and its affiliated colleges, the standards, the examinations and the distribution of teachers.

(2) To consider what places and in what manner provision should be made in Bengal for teaching and research for persons above the secondary school age.

(3) To examine the suitability of the present situation and constitution of the University and make such suggestions as may be necessary for their modification.

(4) To make recommendations as to the qualifications to be demanded of students on their admission to the University, as to the value to be attached outside the University to the degrees conferred by it and as to the relations which should exist between the University and its colleges or departments and between the University and the Government.

(5) To recommend any changes of constitution, administration and educational policy which may appear desirable.

The Commission assembled during the first week of November, 1917, and the President, through its Secretary, invited co-operation from all educational bodies even outside the University of Calcutta for any information which might be necessary for its successful working. The members of the Commission took down evidence, toured almost throughout India, visited most of the educational centres, many of the colleges and schools and presented a monumental report to the Government of India

on 18 March, 1919. The text of the report was in five volumes. The appendix to the report covered eight volumes more. No report of any educational commission attracted so much attention, or was written with such clearness of vision and of expression.

The report of the Commission was not exactly unanimous. Two of its members, Zia-ud-din Ahmad and Gregory, appended notes of dissent from the majority. They concurred with the report in what seemed to them its essential recommendations, *viz.*, (1) the transfer of the University from the jurisdiction of the Government of India to that of the Government of Bengal; (2) the removal of the Intermediate classes from the University to the proposed Intermediate colleges; (3) the institution of the Board of Secondary and Intermediate education; (4) the establishment, as soon as possible, of a teaching University at Dacca; (5) the reconstitution of Calcutta University as a teaching University with a multi-collegiate organization; (6) the administration of the mofussil colleges by a special Board which must for a time be connected with Calcutta University, but should be so organized as to be separable at a later date as one or more independent universities; (7) replacement of the constitution of Calcutta University by a constitution including a representative court, an executive council, an academic council and a paid Vice-Chancellor; (8) the provision of a much larger number of trained school teachers; and (9) the improvement of the conditions of student-life.

But they presented a scheme of their own in regard to the Board of Secondary and Intermediate education, the proposed transfer of Government colleges, the Government education services, the mofussil Board, the distribution of teaching between the University and the colleges, the post-graduate system, inter-collegiate lectures, the course of M.Sc., the Medical College at Dacca and the Preliminary Science Examination. They also dealt with procedure and finance in regard to the execution of the proposals.

The main recommendations of the majority of the Commission related to diverse matters and covered practically the whole sphere of education. The Commission was of opinion that

“no satisfactory re-organisation” of the University system of Bengal will be possible unless and until a radical re-organisation

of the system of Secondary Education upon which University work depends, is carried into effect . . . A radical reform . . . is necessary not only for University reform but also for national progress in Bengal."

The duty of providing training at the intermediate stage was to be transferred from the universities to Intermediate colleges. The Commission recommended the creation of a Board of Secondary and Intermediate Education with power to appoint advisory and other committees. It recommended that the majority of the Board should consist of non-official members, but it allowed special representation to Hindu and Muslim interests. The Board was to have a salaried President appointed by the Government. The Director of Public Instruction was to be an *ex-officio* member. With regard to the University system of Bengal, the Commission was of the opinion that "it is fundamentally defective in almost every aspect and in so far as it does good work, does it in spite of the method of organisation now in vogue." The Commission analyzed the defects of the system and proposed remedies for the evils. For Calcutta it recommended the creation of a real teaching university. It also recommended the immediate execution of the project of a university at Dacca. It recommended that the Governor-General and the Government of India should cease to stand in their special relationship with the University of Calcutta. The Commission, however, was of opinion that the Imperial Legislative Council should retain responsibility for all legislation affecting the fundamental acts of the universities. The Governor-General was to be the Visitor of the Universities of Calcutta and Dacca and the Governor of Bengal should be their Chancellor. The Commission recommended that the rules which governed the work of the universities apart from legislative enactments should be less rigid and should be classified in accordance with the character of the subject matter. The classification which they recommended was as follows: (a) the Act made alterable only by the Imperial Legislative Council, (b) the statutes, made in the first instance by the Imperial Legislative Council but subsequently capable of being altered or added to by the Court of the University. They were, however, to be subject to the approval of the Government of Bengal ; (c) the recommendations made by the executive council of the university subject to ratification

by the Court, the Chancellor having the right of veto ; (d) the regulations were to be made by proper bodies in the University to which such powers were entrusted by statute or ordinance. Under the Act of Incorporation the Senate was entitled to frame bye-laws. Under the Universities Act of 1904, the Senate was entitled to frame regulations subject to the approval of the Government of India. The Commission recommended a three years' Honours course. It recommended the appointment of professors and readers by special selection committees including external experts. For the health and welfare of the students they recommended a Director of Physical Training holding the rank and salary of a professor and the formation of the Board of Students' Welfare.

The Commission recommended the establishment of a teaching university in Calcutta which was not to be of a unitary character as in the case of Dacca, but was to be based on a new synthesis between the University in its teaching aspect and the colleges which were sufficiently well-equipped to be capable of taking part in a system of co-operative teaching. The organization of the teaching University in Calcutta was to be mainly on the following lines. The authorities of the University of Calcutta were to be constituted of (a) Visitor (Governor-General of India), (b) Chancellor (Governor of Bengal), (c) salaried full-time Vice-Chancellor with pay and status of a High Court Judge, (d) Treasurer, (e) a widely representative Court including *ex-officio* and elected members and a small number of nominated members, (f) Executive Council of 17 members with powers to deal with financial and administrative management of the University and to make ordinances, (g) Academic Council of 80 to 100 members including representatives of all constituent colleges and of all grades of teachers.

The University was to be organized primarily as a teaching University consisting of incorporated and constituent colleges. Incorporated colleges would be those which were owned and managed by the University. The conditions of admission to the rank and privileges of a constituent college were to be laid down by statutes. The Presidency College was to play its part as the best equipped centre in the University, but its resources were to be made available to the University as a whole. It was to be administered by a Governing Body appointed by the

Government, but it was also to include representatives of the University and the college teachers. At least ten Chairs were to be held by teachers of the colleges to be known as Presidency Chairs and to carry all the dignity and privileges of professors of the University. Colleges which were unable to fulfil the conditions laid down for admission to constituent rank but whose continued maintenance was necessary for the accommodation of students, were to enjoy privileges of temporary affiliation for a period of five years, to give them an opportunity of satisfying the conditions for constituent rank. The Commission recommended the establishment of an Islamia College for Muslim students to which University Chairs or lectureships for Arabic, Persian and Islamic History were to be attached, and an orthodox Hindu College based on the degree department of the Sanskrit College to which University Chairs or readerships in Sanskrit and Pali were likewise to be attached.

The Commission made various recommendations regarding mofussil colleges. It realized their difficulties, for the mofussil colleges were scattered throughout Bengal. It also visualized the creation of new universities in the mofussil areas. It made recommendations regarding the education of women and urged the establishment of a special board of women's education in Calcutta University. It also made special recommendations for oriental studies and also for professional and vocational training. "The system of training in Law is of recent institution," the Commission stated, "and seems to be working well." It proposed the conversion of the Tagore Professorship in Law into a permanent Professorship in Jurisprudence or Roman law. It considered desirable that other full-time Chairs or lectureships should be established, if funds were available. The B.L. degree Examination was to remain a post-graduate course extending over three years. In regard to Medicine, the Commission recommended that the Calcutta Medical College and the Belgachia Medical College were to be constituent colleges of the teaching University. It also recommended the establishment of a Dental College. The Commission visualized the training of skilled engineers as one of the most important services which universities would have to render in an industrial society. It recommended a Civil Engineering College at Sibpur which should be a consti-

tuent college of the University. The college was gradually to devote itself wholly to higher or university work, and should make arrangements not only for the training in civil engineering but also in other branches of engineering like electrical and mechanical engineering. To the Sibpur Engineering College were to be attached the courses of study in Mining and Architecture. The Commission recommended extension of the study of technological subjects in Calcutta which was a great industrial and commercial city. It recommended the training of students for a commercial career and the creation of a School of Agriculture. It also made recommendations about the medium of instruction. The scientific study of the vernaculars was to be encouraged in the University. In all examinations at the high schools, corresponding to the Matriculation Examination, candidates were to be permitted to answer questions either in their own vernacular or in English ; Mathematics and English were however to be exempted from this principle. "In the University", the Commission recommended, "a distinction should be made between the teaching of English for practical and for literary purposes." The Commission devoutly wished that the amendment of the Universities Act should not be made piece-meal and the Government should decide forthwith on its university policy as a whole. "Certain reforms in the University of Calcutta" the Commission concluded,

"ought not to be postponed whatever scheme be adopted ; namely, the provision of further residential accommodation ; the provision of a teacher's training department and a department of education ; the provision of additional accommodation for teachers ; and the provision of measures for supervising and improving the health of the students."

The Commission carefully considered the question of the finances necessary for executing the reforms recommended by them. It asked for additional annual grant for new purposes. Such grants included the sum of Rs. 65,16,200, and a further grant of Rs. 61,50,000. It was estimated by the Commission that the total number of students then studying under the University of Calcutta, was 32,000. The Sadler Commission's report constitutes an important chapter in the development of the teaching universities of India. But, for Calcutta, the monumental report lay buried on the shelves.

AFTER THE SADLER COMMISSION

On 20 August 1917, when the World War was almost coming to a close, Montagu as the Secretary of State for India announced the policy of the British Government in regard to the claims of India for political reform. The policy of the British Government was to grant responsible Government to India by successive stages. The Secretary of State for India himself came to India to study local conditions. Chelmsford, the Governor-General, was associated with him. They presented a report popularly known as the Montagu-Chelmsford Report on the basis of which the British Parliament passed the Government of India Act of 1919. That Act introduced what has been characterized as diarchy in India. A certain measure of responsible Government along with the expansion of the Legislatures was conceded to the provinces under the rule of Governors. The Executive Government of the Governor's provinces was divided into two parts: one part was to consist of the members of the Executive Council who were appointees of the Crown of England and the other part consisted of ministers responsible to the Legislature. The subjects of legislation were divided into Transferred subjects and Reserved subjects. Transferred subjects were those which were placed under the control of Indian ministers. Education, including University Education, became a Transferred subject. The control of the Governor-General-in-Council over the University of Calcutta thus came to an end. The Governor-General also ceased to be the Chancellor of the University. His place was taken by the Governor of Bengal. On 11 January, 1920, the Private Secretary to the Governor of Bengal wrote to the University, under orders from the Government of India, about the desire of that Government to introduce a Bill for the re-constitution of the University of Calcutta. Thereupon the Syndicate resolved to place the letter before the Senate and that it decided to place a letter before the Government of India emphasizing the necessity for:

- (1) An immediate scrutiny of the financial aspects of the proposed scheme of reconstruction of the University and Secondary Education; (2) an accurate ascertainment of the sum, initial and recurring, which will be needed for the purpose; (3) a definite assurance that requisite funds will be available for at least ten years, and suggested the working out of the details in a small committee to be appointed by the Government of India consist-

ing of a representative of the Government of India, a representative of the Government of Bengal and three representatives of the Senate.

The offer of England to India of responsible Government through successive stages created a sense of despondency and frustration in the Indian mind, which eventually led to the launching of the first Civil Disobedience Movement by Mahatma Gandhi. One of the proposals contained in the programme of Gandhiji was the withdrawal of students from schools and colleges for fighting the national battle for India's freedom. In October, 1917, the University of Patna was established without any consultation with the University of Calcutta in the midst of the financial year of the University. It lost seven colleges and the schools scattered over the provinces of Bihar and Orissa. The demand of the Muslims led to the establishment of the University of Dacca, as a teaching and residential University with a five-mile radius, in the city of Dacca, in 1921.

The series of untoward happenings in the administration of the examination department of the University, already referred to, the establishment of new universities, the non-co-operation movement, all combined to hit hard the financial position of the University. It had to spend large sums of money for its teaching departments functioning in an organized form since 1917. Devaprasad Sarvadhikary retired from the Vice-Chancellorship on 31 March, 1918, and was succeeded by Lancelot Sanderson, then Chief Justice of the High Court of Calcutta. Devaprasad Sarvadhikary piloted the University through the stress and storm of a world revolution. In reply to the farewell given to him by the Senate, he said :

"We have strenuous time ahead, but if we keep shoulder to shoulder, no harm shall come to us. I have full faith that if but we are worthy, with the blessings of God, University work will prosper from more and more and nothing will stifle or retard it. But earnest and selfless work will be needed."

Did the retiring Vice-Chancellor have a dim perception of the struggle that the teaching departments of the University were to wage in the near future?

ANOTHER GIFT FROM RASHBEHARY GHOSE

Lancelot Sanderson acted as Vice-Chancellor for a year, and on his resignation, Nilratan Sircar was appointed Vice-Chancel-

lor for a term of two years from 1919 to 1921. On 27 December, 1919, Rashbehary Ghose addressed to the Vice-Chancellor, Nilratan Sircar, a letter placing at the disposal of Calcutta University another princely gift of the sum of Rs. 11,43,000 to be utilized exclusively for the purpose of technological instruction and research on certain conditions mentioned in that letter. Two new University Professorships or Chairs were to be established, one for each of the following subjects, *viz.*, Applied Chemistry and Applied Physics. Four additional scholarships were to be established; two such scholarships were to be attached to each of the professors. The balance of Rs. 24,000 approximately, from out of the income of the gift would be applied to the maintenance of the laboratories and museums, etc., of the professors. The letter defined what the donor meant by Applied Chemistry and Applied Physics. The sum of Rs. 11,43,000 was to be held by the University as an integral part of the original gift, and all the conditions mentioned in the donor's letter of 8 August, 1913 were to apply. This princely gift was thankfully accepted by the Senate at its meeting held on 3 January, 1920. While moving the acceptance of the gift, Asutosh Mookerjee said:

"Logic and eloquence are equally superficial to justify the acceptance of a truly munificent offer. It would be inappropriate in the highest degree if I, his pupil, were to use language with regard to my revered Master, which might bear the semblance even of patronising commendation of his great achievement as the foremost benefactor of our University . . . To us all, it is a source of infinite joy that by the liberality of Sir Rashbehary Ghose we are placed in a position to take one decisive step forward towards the accomplishment of what has been our avowed purpose for many years past, *viz.*, the establishment of a University College of Science and Technology."

Asutosh Mookerjee regretted the attitude of the Government of India towards the request of the University for financial assistance in regard to the College of Science and Technology.

Hemendrakumar Sen was the first occupant of the Rashbehary Ghose Professorship of Applied Chemistry. Phanindranath Ghosh held the first appointment of the Rashbehary Ghose Professorship of Applied Physics.

On 5 January, 1920, in his address before the Senate as Chancellor, Chelmsford announced the determination of the Government of India to introduce legislation in the Imperial Legislative

Council giving effect to the recommendations of the Sadler Commission as early as possible:

"I admit", he said, "that the report is a fascinating document, so lucid and so distinguished in style that, when one takes up a volume, it is difficult to tear one's self away from it before the conclusion . . . We, all of us, have one aim in common—the furtherance of the good of our University and no other. Surely we must hesitate before we decline to follow the path which the Commission has indicated. The eyes of the educational world are upon you. The report is now the property of the world, and the world will pass its judgment upon your decision. I look forward with confidence to it."

THE GIFT OF GURUPRASAD SINGH OF KHAIRA

In the hour of the financial trial of the University, private enterprise again came forward. Kumar Guruprasad Singh of Khaira, as a result of the decree of the High Court in the suit of Rani Bagiswari Debi against her husband Kumar Guruprasad, a sum of Rs. 4,60,000 and the land and house at Camac Street, Calcutta, became vested in the University subject to the life interest of the Rani. "The ultimate use of this fund, under the decree, was to be carried out by the University, under the direction and according to a scheme to be framed by the Hon'ble Sir Asutosh Mookerjee." On 13 November, 1919, the solicitor of Rani Bagiswari Debi informed the Registrar of the University that she was prepared to pay to the University a sum of Rs. 6,00,000 in cash for the purchase of the reversionary interest of the University in the money, land and house. A further letter from her solicitor offered Rs. 6,50,000 for the purchase of reversionary interest from the University. That decree of the High Court of Calcutta of 11 March, 1919, in the suit between the Rani and her husband, as amended by the said Court on 22 March and 25 August, 1919, confirmed the offers made. On 23 December, 1919, the Syndicate recommended to the Senate:

"(1) That the gift of Rs. 4,60,000 of the land and house known as 3, Camac Street made by Kumar Guruprasad Singh of Khaira subject to the life interest of Rani Bagiswari Debi, be accepted on the conditions made in the decree of the High Court; (2) that steps be taken to transfer the reversionary interest to the University in the subject matter of the gift of Rani Bagiswari Debi for a sum of Rs. 6,50,000."

The gift was accepted by the Senate by two resolutions dated 3 January, 1920 and 30 June, 1921.

Pursuant to the powers vested in Asutosh Mookerjee, he prepared a scheme for utilizing this princely gift of the Raja of Khaira for the promotion of post-graduate teaching and research. The scheme was adopted by the Senate on 6 August, 1921. The scheme proposed the establishment of five University Professorships or Chairs—one for each of the following subjects: (1) Indian Fine Arts ; (2) Phonetics (later on changed into Indian Linguistics and Phonetics) ; (3) Physics ; (4) Chemistry ; (5) Agriculture. It was further provided by the scheme that professorships and readerships should be always filled by Indians (*i.e.* persons born of Indian parents as contradistinguished from persons who are called statutory natives of India). The first appointments to the five Chairs were to be made by the Senate on the recommendation of the Syndicate. The duty of each Professor was

“(a) to carry on original research in a special subject with a view to extend the bounds of knowledge ; (b) to take steps to disseminate the knowledge of a special subject with a view to foster its study and application ; (c) to stimulate and guide research of advanced students and generally to assist them in post-graduate work so as to secure the growth of real learning among our own men.”

Asutosh Mookerjee visualized extreme financial embarrassment of the University at the time, and in his scheme had the following clause included :

“That . . . the Senate shall be at liberty to pledge temporarily and for a period not exceeding two years, a sum not exceeding three lakhs out of the securities of the fund to borrow money to carry on post-graduate teaching and research.

“Provided that no such pledge shall be effected without the previous written consent of Sir Asutosh Mookerjee.

“Provided further that this clause shall be in operation for a period of five years, but the period may be extended from time to time by Sir Asutosh Mookerjee for such additional period as he may feel necessary.”

The three lakhs of rupees mentioned in the scheme practically represented the then gap between revenue and expenditure in the working of the post-graduate departments of the University.

Abanindranath Tagore, the renowned artist and painter, was the first occupant of the Chair of Indian Fine Arts. That Chair

was named after Rani Bagiswari. Suniti Kumar Chatterji, a scholar of great distinction, was the first occupant of the Guruprasad Singh Chair of Indian Linguistics and Phonetics. For Guruprasad Singh Professorship of Physics, the University was fortunate in securing the services of Meghnad Saha. Meghnad Shaha's reputation as a scientist needs no words of comment. He became later on a Fellow of the Royal Society of England, and practically the founder of the Institute of Nuclear Physics attached to the University of Calcutta. The Government of India has recently sanctioned for the five-year period (1955-56 to 1959-60) the sum of Rs. 57,00,000 for the development of the Institute. The first appointee to the Guruprasad Singh Professorship of Chemistry was Jnanendranath Mukherjee. He, too, came to occupy a unique position in the domain of Science. The first occupant of the Guruprasad Singh Professorship of Agriculture was Nagendranath Ganguli who subsequently became a member of the Royal Commission on Agriculture in India. Professor Ganguli was also well known for his contributions in other branches of knowledge.

In August, 1919, Gyanendrachandra Ghosh, a public spirited citizen of Calcutta, made an offer to the University of 3½ per cent. Government promissory notes for one lakh of rupees for the institution, in memory of his son, to endow a course of lectures on Comparative Religion to be delivered before the University of Calcutta. According to the terms of the grant, the lecturer was to be appointed at intervals of not more than three years after due advertisement in the celebrated universities of the world. Very eminent persons held this lectureship including Professor A. A. Macdonell of Oxford, Sarvepalli Radhakrishnan, Surendranath Dasgupta, Haridas Bhattacharyya, Sarojkumar Das, A. R. Wadia, Khagendranath Mitra and Nalinikanta Brahma.

FURTHER GIFT FROM RASHBEHARY GHOSE

By his will of 23 May, 1920, Rashbehary Ghose, the prince among donors, directed the executors of his estate to make over to the University out of his estate another sum of Rs. 2,50,000 for the foundation of three Travelling Fellowships. The duty of each Travelling Fellow was to investigate educational methods outside India in his special branch of study or to undertake re-

search in any special branch of learning ; such branch and seats of learning where the investigation was to be carried on, was to be determined by the Board of Management of the Ghose Fund in consultation with the candidate. Of the three Fellowships to be awarded, at least two were reserved for scientific subjects.

ASUTOSH VICE-CHANCELLOR AGAIN

The struggle for freedom in India was in full swing in 1920-21. Ronaldshay had come out to Bengal in 1917 as Governor. In 1921 he became the Chancellor of the University on the transference of Calcutta University to the jurisdiction of the Government of Bengal. He was a scholar of great distinction and had great respect for Indian culture and civilization. He was of opinion that the establishment of the teaching University in Calcutta was an important landmark in the history of higher education in Bengal and characterized Calcutta as a great seat of learning like Nalanda of old. With the full concurrence of Chelmsford, the Governor-General, Ronaldshay offered the Vice-Chancellorship of Calcutta University again to Asutosh Mookerjee. While accepting the offer, Asutosh declared : "The greater the peril of the task, the greater attractive the performance of the duty."

Provaschandra Mitra, a lawyer of distinction and a politician, became the first Minister of Education of Bengal, under the Government of India Act, 1919. He gave his full concurrence to the appointment of Asutosh Mookerjee as Vice-Chancellor again. In his Convocation Address on March 24, 1921, Ronaldshay spoke about Asutosh Mookerjee in the following terms :

"No man surely is better qualified so to mould the future of your University as to make of it a national University in the best and truest meaning of the word. One thing only is required and that is your whole-hearted support. Do you desire revolution or evolution? Destruction or construction? Non-co-operation or co-operation? The choice is yours. And in making it let this knowledge sink deep into your souls—that with the choice goes also the responsibility for its effects. Yours is the choice ; yours also will be the retribution or the reward in accordance with the choice you make."

In 1921, Brajendranath Seal was appointed Vice-Chancellor of Mysore University, and in his place was appointed Sarvepalli Radhakrishnan as George V Professor of Philosophy for five

years. Radhakrishnan came to Calcutta from the newly founded University of Mysore. He made this city his home for about fifteen years and served the University in diverse capacities, as a teacher, as a member of the Senate and the Syndicate and as President, Council of Post-Graduate Teaching in Arts.

On 5 February, 1921, the University asked for financial assistance from the Government of Bengal for the development of higher teaching in the University, specially in regard to technological and agricultural education. It made a request for a capital grant of ten lakhs in addition to the grant of one lakh seventy-five thousand rupees, for meeting the salaries of post-graduate teachers. The University had unfortunate divergence of opinion with the Ministry of Education in Bengal. On 15 March, 1921, the Government of Bengal made a grant of Rs. 1,25,000 for the improvement of the post-graduate department of the University. It also made a capital grant of Rs. 10,000 for extension of technological studies. The letter of the Government of Bengal is very important. It informed the University about the Government's inability to comply with the request of the University for further financial assistance. It added further that the Government was unable to undertake the reforms contemplated by the Sadler Commission on account of financial stringency. They were however willing to help the University to extricate itself from its immediate financial embarrassment if representation for assistance at a moderate scale was made.

In 1921, Prankrishna Chatterjee of Calcutta made a gift of one hundred bighas of land at Ikrah in the district of Burdwan with an annual grant of Rs. 1,800 chargeable upon his estate together with his school at Ikrah for the purpose of starting a Mining School. Public policy triumphed over private benefaction and the claims of the University. The Government of India School of Mines was established at Dhanbad, and the Basanti Bijay School of Mines at Ikrah in the District of Burdwan, only bears the name "School of Mines". It remains today just an ordinary affiliated school under the administration of its trustees, the University of Calcutta.

In 1922, Praphullachandra Ray vacated his Chair on the completion of his sixtieth year. The Senate, at the meeting held on 29 July, 1922, made a request to him to hold the Chair

for a further term of five years. He accepted the offer, but, in his turn, requested the Senate to utilize his salary towards the furtherance of the department of Chemistry or for such other purposes as the Vice-Chancellor and the Governing Body of the Science College might think fit. His offer was accepted by the Senate on 11 November, 1922.

THE LEGISLATURE AND THE UNIVERSITY

The newly constituted Bengal Legislative Council now evinced interest in the affairs of the University. On the retirement of Ronaldshay, Lytton came out to India as the Governor of Bengal and became the Chancellor of the University. Questions were put in the Council by two members of the Bengal Legislature. One was anxious to know the number of students in each of the various subjects taught in the University in the departments of post-graduate teaching, the number of professors and lecturers teaching the various post-graduate subjects in the University, and the amount of fees charged from the students. In particular, he wanted to know the qualifications of Anathnath Chatterji and Harihar Ganguli, two teachers of the post-graduate department. He also wanted to have complete statements of qualifications of Pramathanath Banerjee, Ramaprasad Mookerjee, and Satischandra Ray and the emoluments drawn by each. The University gave elaborate answers to the questions asked in the Bengal Legislative Council. They give us a picture of the University in 1921.*

* The answers will be found printed in the Minutes of the Syndicate of 11 July, 1921. The number of students studying in the post-graduate department in Arts during the session 1920-21 was as follows: English—336; Sanskrit—51; Pali—8; Comparative Philology—6; Arabic—9; Persian—11; Mental and Moral Philosophy—320; Experimental Psychology—8; History—177; Ancient Indian History and Culture—50; Anthropology—22; Political Economy and Political Philosophy—180; Pure Mathematics—112; Indian Vernaculars—60. The vernaculars taught in the University were Assamese, Oriya, Hindi, Marathi, Gujrati, Telugu, Tamil, Kanarese, Malayalam, Maithili, Sinhali, Urdu and Prakrit.

In the post-graduate department in Science, in 1921, the number of students was as follows: Applied Mathematics—40; Physics—48; Chemistry—38; Botany—4; Physiology—12; Geology—9; Zoology—7; Applied Chemistry—24. The total number of students studying in post-graduate departments in Science was 174.

In the post-graduate departments of the University in English there was 1 professor and 21 lecturers. Of these, 8 came from the affiliated

The University also supplied full financial information to the Government including the remuneration payable to the examiners and paper-setters in the different university examinations.

The Indian vernaculars scheme of the University constituted a great achievement on the part of Asutosh Mookerjee. The encouragement of Indian vernaculars, he thought, was the means whereby national unity and national regeneration of India could be achieved. Shortly after his appointment as a Fellow of the University, in 1890, he wrote a letter to the Registrar on 1 March, 1891, making certain proposals for the purpose of encouraging the study of Indian vernaculars. The propositions he advocated were that in the Arts Examinations candidates who took up Sanskrit should also be examined either in Bengali or Hindi or Oriya, and those who took up Persian and Arabic should be examined also in Urdu. The vernaculars were to be encouraged in all examinations up to the Master's degree stage. The matter was considered by the Faculty of Arts of the University and on 11 July, 1891, the motion was lost by a majority of 17 to 11. Bankimchandra Chatterjee, Chandranath Bose, Mahendranath Ray, Ananda Mohan Bose and Haraprasad Sastri supported the motion. Raja Pearymohan Mukerji and Nilmoni Mukerji opposed it; so did also Maheschandra Nyayaratna. In the same year Asutosh Mookerjee made a proposal before the Syndicate to the following effect:

"That the Syndicate recommend to the Senate that a Committee be appointed to consider whether it is possible to devise some

colleges. In Sanskrit, there was no Chair; the number of lecturers was 22. In Pali there was no Chair; the number of lecturers was 15. In Arabic and Persian the number of lecturers was 7; in Comparative Philology, 4. In Indian Vernaculars there was no Chair; but there were 27 lecturers. Many of these lecturers were paid out of the endowment funds. In Mental and Moral Philosophy there were 2 professors and 17 lecturers. In Experimental Psychology there was no Chair, but there were 10 lecturers. In History (including General and Ancient Indian History and Culture) there was 1 professor and 45 lecturers. In Anthropology there were 10 lecturers but no Chair. In Pure Mathematics there was 1 professor and 11 lecturers. In Tibetan there were 3 instructors; in German—2; in French—1; in Japanese—1; in Chinese—1. In Applied Mathematics there was 1 professor and 7 lecturers; in Physics—3 professors and 13 lecturers; in Chemistry—3 professors and 9 lecturers; in Botany—2 professors and 3 lecturers; in Physiology—4 lecturers but no Chair; in Geology there were 3 lecturers but no Chair; in Zoology there was 1 Chair and 4 lecturers.

scheme by means of which greater encouragement may be given by the University to the study of Indian vernaculars than has hitherto been done."

The Syndicate resolved that they could not accede to the request. The main objective of the Indian vernacular scheme of Asutosh was to encourage the fundamental unity of India and to prevent fragmentation of territories on the basis of languages. In 1921 the University was teaching in addition to the Indian languages, French, German, Chinese, Japanese and Tibetan.

On 29 August, 1921, Rishindranath Sarkar, a member of the Legislative Council, moved a motion before the Council calling upon the Government to appoint a committee to enquire into the affairs of Calcutta University. That resolution was carried in the Council, notwithstanding the opposition of Pravaschandra Mitra, the Minister of Education. In July, 1922, two questions were put to the Bengal Legislative Council by two of its members, one by Rai Harendranath Chaudhuri and the other by Debendralal Khan. The questions and the answers are given below since they throw some light on the contemporary educational situation in Bengal.

"Unstarred Question"

By Rai Harendranath Chaudhuri.

Question

287 (a) Will the Hon'ble the Minister-in-charge of the Department of Education be pleased to state what part or percentage of the total expenditure of the Calcutta University is met respectively from

- (i) the students' fees ;
- (ii) the proceeds of private benefactions and endowments ;
and
- (i) in the principal European countries ;
- (ii) in Canada, Australia and New Zealand ; and
- (iii) in the United States of America.

Statement

Total expenditure of the Calcutta University	...	21,49,255
This amount was met from		
(1) Fees paid by candidates	...	13,17,204
(2) Tuition fees paid by students	...	2,90,988
(3) Income derived from other sources	...	2,00,844
(4) Endowments	...	1,77,030
(5) Government grant	...	1,63,189
Total	...	21,49,255

Starred Question.

By Babu Debendralal Khan.

III. (a) Will the Hon'ble the Minister-in-charge of the Department of Education be pleased to state whether it is correct that the University of Calcutta has run into a deficit in the maintenance of the Post-Graduate Classes?

(b) If the answer to (a) is in the affirmative, will the Hon'ble the Minister be pleased to state the amount of the deficit?

(c) Is it not correct that the University has to spend a large sum for the Post-Graduate Class, both in Arts and Science and that the recurring grant in this direction is comparatively small?

Answer

(a) The answer is in the negative. The deficit is due to a variety of causes.

(b) The accounts have not been made up to the 30th June when the financial year of the University ends. But so far as information is available the actual deficit on the 30th June, 1922, is approximately equal to what was stated in the Budget Estimates viz., about Rs. 5,40,000.

(c) The answer is in the affirmative."

On 1 March, 1922 Pravaschandra Mittra made a speech before the Bengal Legislative Council, while proposing the acceptance of the education budget by the Council. The Minister was criticized for making a grant of nine lakhs to Dacca University and no increase of grant to Calcutta University which had been receiving the sum of Rs. 1,41,000 only a year. The Minister of Education stated that three crores of rupees was spent on education in the province including fees and contributions from the people and the local bodies. He was concerned "that at the University meeting, Mr. Charuchandra Biswas and Mr. Ramaprasad Mookerjee spoke in a strain which might help to create a friction between the Ministry of Education and the authorities of the Calcutta University". The minister was of opinion that the deficit of Calcutta University amounting to nearly five lakhs of rupees "was due to thoughtless expansion of the University in the past." He said:

"I repeat, I do not question the motives which have actuated the Calcutta University, present or past. But I do assert, with all the emphasis I command, that the financial management of the Calcutta University in the past was deplorable. Perhaps from an academic body one should not always expect good financial management. . . The authorities of the Calcutta University were actuated by their laudable enthusiasm to develop post-graduate studies. But surely they should have looked ahead,

surely they should have realised that the sound financial way of dealing with a matter like this was not to act on mere hope of getting doles from the Government of India. They should not have spent the provisions which were accumulated during so many years in one single year, and thus brought the premier University of India to the verge of bankruptcy. It was almost criminal thoughtlessness to have ignored the financial aspect of the question in their enthusiasm for expansion. But if the Calcutta University has blundered in the past, that is no reason why I as a Minister for Education for Bengal or why the members of this House, who are no doubt actuated by the best and highest motives in criticising the financial administration of the Calcutta University, should not forgive all and forget the past, and why we should not all try to improve the Calcutta University and place the institution once more on the same high pedestal, which it had occupied in the past. And I may tell this House that, that has been my attitude all along, and that will be my attitude in the future. . . From higher and patriotic self-interest at all events, the Calcutta University ought to give up its present policy of needlessly irritating the Council on matters financial. I have no doubt that the present Vice-Chancellor [Asutosh Mookerjee] who is one of the ablest men that we have not only in this province, but in the whole of India, will see the wisdom of my advice, and if he makes up his mind, I am sure, things will be easy in the Calcutta University."

The minister went further and said that the sum of Rs. 1,40,000 paid to the University included the grant of Rs. 30,000 to the University Law College. "That College", he stated before the Council:

"is not only a self-supporting institution, but is a paying concern. . . In any case I shall, when the proper time comes, consider the propriety of diverting the grant of Rs. 30,000 from the Law College to the Science College, and of making a capital sum provision for the latter college out of the accumulated Government grants in the hands of the Calcutta University."

On 3 March, 1922, Bidhanchandra Roy, a member of the Senate, gave notice of the following motion before a meeting of the Syndicate:

"1. That the Senate consider it "deplorable" that the Hon'ble the Minister, Department of Education, Government of Bengal, should have adopted the tone he did, in his speech delivered before the Legislative Council on March 1st, 1922, while discussing the educational policy hitherto adopted by the University.

"2. That the Senate herewith records its opinion that under the Act, this body is the sole authority for outlining the edu-

cational policy of the University, although it is the duty of the Senate to submit audited accounts of the money made over to the University by donors, for the purpose of carrying into effect the above policy."

Nilratan Sircar, who had just vacated the chair of the Vice-Chancellor, gave notice of the following resolution :

- "1. That a Committee of seven members be appointed to draw up a statement on the points arising in connection with the speech referred to in the Resolution proposed by Dr. B. C. Roy.
- "2. That such statement be submitted to the Senate within one month from this date and that the consideration of Dr. Roy's motion be postponed, pending the receipt of such statement."

Thereupon the Senate at its meeting held on 13 March, 1922, accepted the motion of Nilratan Sircar and appointed a committee consisting of Asutosh Mookerjee, Asutosh Chaudhuri, Principal Herambachandra Maitra, Praphullachandra Ray, Nilratan Sircar, Principal G. Howells and Bidhanchandra Roy, to draw up a statement on the points arising in connection with the speech referred to in the resolution proposed by Bidhanchandra Roy.

At the Convocation of the University held on March 18, 1922, the Chancellor of the University, Ronaldshay, while offering to Asutosh Mookerjee the Silver Jubilee Volumes celebrating the completion of the 25th year of his obtaining the degree of Doctor in Law, stated :

"These Silver Jubilee Volumes will, consequently, constitute a unique collection of the contributions to learning of members of the University which, far more than any other individual, Sir Asutosh Mookerjee has been responsible for converting from a mere examining board into an active centre of teaching and research. No more suitable form could have been found for a gift designed to commemorate his great and peculiar services to the cause of education and learning in this country. It is gratifying to find that, with the passage of years, his energy and enthusiasm remain unabated." The Chancellor continued, ". . . the greatest land mark in the history of the University in recent years is undoubtedly the creation of the Councils of Post-graduate Studies. . . I gave the scheme my whole-hearted support, because it seemed to me that it was calculated to establish in Calcutta, under the auspices of the University, a real centre of learning and research, and to do much by resuscitating interest in the ancient culture of the country to stimulate thought on lines congenial to the particular genius of the Indo-

Aryan race. I had in mind famous Indian Universities of a past age, such, for example, as Nalanda."

The Chancellor agreed that post-graduate work was necessarily costly. He further stated:

"the results of post-graduate work react upon the country as a whole. It is this department of the University which is charged with the duty, which many would describe as the supreme duty of a university, namely that of adding to the sum-total of human knowledge. It must not be forgotten that discoveries in science, for example, may result in enormously increasing the wealth of a nation. Moreover, I do not think that any nation can take a leading place among the foremost peoples of the world unless it is in a position to make its contribution to the progress of human thought. No nation can live solely upon the achievements of its past or upon its borrowings from others and, at the same time, hope to retain its place among the great peoples of the earth."

In his Convocation Address, Asutosh Mookerjee stated:

"Let me assure you with all the emphasis and earnestness I can command that plans for University development, whether judged by work already accomplished or activities yet to be undertaken, have been neither casual nor accidental. They have their solid basis on the rock of a definite conception of the true function of the University in the life of the Nation.

... To my mind the University is a great store-house of learning, a great bureau of standards, a great workshop of knowledge, a great laboratory for the training as well of men of thought as of men of action. The University is thus the instrument of the State for the conservation of knowledge, for the discovery of knowledge, for the distribution of knowledge, for the applications of knowledge, and above all, for the creation of knowledge-makers."

He emphasized that the mission of a university was to dedicate itself to a new and better service of the community and stated:

"If we succeed in this our mission, the New Democracy, proud and humble, patiently pressing forward, praising her heroes of old, training her future leaders, seeking her crown in a nobler race of men and women, will proclaim her confession of faith."

On 29 April, 1923, the committee appointed by the Syndicate on the motion of Nilratan Sircar on 17 March, 1922, made a unanimous report. It met all the points raised by Provaschandra Mitra, the Minister of Education. It gave a picture

of the financial position of the University, and showed that the total expenditure of the University, on Science and Technology, up to 31 March, 1922, was Rs. 18,13,959. The Government of India's contributions for ten years from public funds was Rs. 1,20,000. It also pointed out that in the department of post-graduate teaching in Arts the University had spent during the years 1912 to 1922 the sum of Rs. 23,40,690. It met the charge of "thoughtless expansion", and the proposal of the minister to divert the funds of the University Law College from that college to the department of post-graduate studies in Science. The committee was of opinion that the University had furnished no occasion for the alleged irritation, and recorded the tone and language of the Minister of Education as "unfortunate".

On 8 July, 1922, a committee consisting of Asutosh Mookerjee, Nilratan Sircar, Principal Girishchandra Bose, Asutosh Chaudhuri, Hiralal Haldar, Principal J. Watt, Principal George Howells, Bidhanchandra Roy and Jatindranath Maitra, made a report in regard to a letter from the Government of Bengal to the University on the subject of the resolution moved in the Bengal Legislative Council on 29 August, 1921. That resolution was moved by Rishindranath Sarkar, as stated before. The committee was appointed by the Senate on 25 March, 1922. The resolution of Rishindranath Sarkar was in the following terms:

"This Council recommends to the Government that, with a view to determine what financial assistance, if any, should be given to the Calcutta University, a Committee, consisting of two financial experts, and two members of the Senate, to be nominated by the Government, and three non-official members of this Council not holding any office in the University, to be elected by the Council, be appointed at an early date to enquire into and report on the general working of the University, in particular its financial administration, and recommend such urgent measures or reforms as may be necessary."

This resolution was adopted by a majority of 55 against 41. It dealt with the charges against the University made by some of the members in the Bengal Legislative Council. "Sentiments in choice language" were expressed by some of the members of the Council. The report of the Senate Committee gave specimens of such sentiments, and maintained that "the assertions

are indefinite, unsupported by evidence, and, consequently, incapable of contradiction." One example may be cited here:

"... Post-graduate professors have time enough to fill up the columns of newspapers with all sorts of nonsense in abusing people who point out the defects of the present system of the educational policy adopted by the Calcutta University; they have time enough to dance attendance at the residences of selected members of the Syndicate, but they have no time to deliver lectures to the students for which they are paid."

Nilratan Sircar moved the adoption of the report of the committee before a meeting of the Senate on 29 July, 1922. While moving the adoption of the report, he stated:

"We do not presume to be financial experts. But I would have very little faith in educational or charitable institutions that restrict their activities strictly to the extent of their finances. The fact is, ideals grow, ideals of education, ideals of public service grow, whereas finance may not always be expansive. . . I do not believe in educational institutions that have a surplus in their banks . . . I know of hospitals which have halter of debt round their neck but they have been doing good work through financial struggles for centuries. I know universities and educational institutions which are chronic sufferers from financial stringency."

The motion was put to the vote and carried. Asutosh Chaudhuri moved the adoption of the report of the committee dealing with the proposal of Rishindranath Sarkar to appoint a committee of enquiry. That motion was put to the vote and carried.

The Special Officer, Education Department of the Government of Bengal, forwarded a copy of the report of the Accountant-General, Bengal, dated 24 July, 1922, on the finances of the University. That report was in two parts. Part one dealt with the financial position of the University, and part two gave the result of a detailed audit of the accounts of 1920-21. The report dealt with the causes which had brought about the financial difficulties of the University during the ten years beginning from 1911-12 to 1922. The deficit of the University at that date was about Rs. 5,50,000. It was admitted that nearly three lakhs of the total deficit of 5,50,000 was due to circumstances over which the University had no control. The report contained a number of suggestions for wiping out the present deficit and for restoring financial equilibrium and for keeping surplus in hand.

On 23 August, 1922, the Government of Bengal wrote a letter to the University in regard to the financial assistance. That letter stated that a sum of Rs. 2,50,000 had been voted at the Bengal Legislative Council, but it also stated that

“the financial administration of the University has hitherto been anything but satisfactory. . . It is not the intention of Government that the University should be left in a state of bankruptcy, and they are as anxious as the University authorities themselves, to place their finances on a sound basis. Indeed it is not unlikely that subject to certain contingencies they will be prepared to ask the Legislative Council before long to vote an additional grant to achieve that object.”

The additional grant was subjected to certain conditions to be fulfilled by the University which must accept the recommendations of the Accountant-General, Bengal. There were eight conditions. One of the conditions was: “No further expansion involving financial responsibility will be undertaken by the University until their financial position shows an improvement.” A second condition was that, “the accounts of separate funds should not be mixed up and the actuals of receipts and expenditure under each fund should be prepared and submitted to the Board of Accounts, to the Senate and the Government of Bengal every month soon after its close.” A third condition was that “all arrears of salaries and at least half the amount of the examiners’ remunerations amounting to Rs. 1,75,000 up to the 30th June, 1922, should be forthwith paid.”

In their letter of reply the University pointed out that it was not possible for them to pay forthwith at least half the amount of examiners’ remunerations amounting to Rs. 1,75,000 up to 30 June, 1922. It was pointed out further that the grant of Rs. 2,50,000 made by the Bengal Legislative Council was not subject to any conditions. “The teachers of the University,” the letter stated:

“who, as has already been reported to the Government in answer to the enquiries made, have not been paid their salaries for some months, will have to wait for an indefinite period for the payment of their dues. Several University Lecturers have left the University during the last few days to take up appointments elsewhere on better terms; and it may not improbably turn out that the proposed assistance from the public funds, if it ever comes, will not only prove inadequate but also belated.”

The Senate, at their meeting on 9 September, 1922, appointed a committee to consider and report on the letter from the Government of Bengal dated 23 August, 1922, and the report of the Accountant-General, Bengal. The committee consisted of Asutosh Mookerjee, Nilratan Sircar, Bidhanchandra Roy, Girishchandra Bose, Praphullachandra Ray, G. Howells, Rev. F. X. Crohan, Kaminikumar Chanda and Jatindranath Maitra. The committee presented its unanimous report to the Senate which met on 8 December, 1922. Praphullachandra moved the adoption of the report. In his speech he pointed out that the contributions by the Government in the year 1921-22 out of a total expenditure of Rs. 8,09,793 in the department of Arts and Science were Rs. 68,135, a little over 8 per cent. He said:

"A perusal of Government's letter leads us to the conclusion that the Government desires to utilise the present financial embarrassment of the University to obtain control over its affairs in a manner not contemplated in the Indian Universities Act of 1904. It reveals the attitude adopted by the Imperial Government since the year 1912. It seems to me, Sir, that there is an unseen hand working from behind with dark and sinister purposes since the year 1912 onwards. . . The conditions which have been imposed are so humiliating, so gallingly derogatory to our self-respect, that we had better close down the concern, lock up the gates of the University and go about the country for support. . . A grave crisis is looming large in the horizon of our national intellectual progress. We are threatened with a national disaster. . . We should gird up our loins and see that the noble heritage which has been granted to us is not bartered for a mess of pottage. I feel very very strongly on this occasion. In the evening of my life I thought I might hand down to our successors the lamp which we have been about to light so very dimly, so that it might burn very brilliantly. That feeble light is about to be extinguished."

Principal Howells, while supporting the motion, stated,

"It is undoubtedly a sound principle that no institution should spend money beyond its income. That applies to individual institutions and also to Government. When we hear that the Government of Bengal has a deficit of some 87 lakhs, and when it comes to us with a very superior air and seeks to chastise us for the few lakhs that we have gone beyond our income, it is only human nature to reply—physician, heal thyself. . . I am strongly against selling our convictions. It will be a betrayal of the great trust imposed on us as a University, if we yield, and with no small regret I have come to the conclusion that we have no alternative but to refuse the conditions."

Asutosh Chaudhuri, while supporting the motion, stated: "Was post-graduate teaching established without the sanction and support of the Government? If we have sinned by taking up the work we have sinned at the instigation of the Government." He quoted the policy enunciated by Herbert Fisher as Minister of Education of Great Britain and of Harcourt Butler in his Convocation address in 1922 as the Chancellor of the University of Allahabad. He also quoted the observation of Alfred Ewing, Vice-Chancellor and Principal of the University of Edinburgh, in support of the liberty and autonomy of the universities and the creation of a reserve fund in the University.

Principal Jnanranjan Bajerjea quoted poetry, for he witnessed
 "Strange was the sight and smacking of the time,
 And long we gazed, but satiated at length,
 Came to the ruins."

Principal Girishchandra Bose in supporting the motion stated that the post-graduate department was "the crown of the University without which the University will be a headless, lifeless corpse." He explained his opposition to the initiation of the post-graduate scheme in the following words: "what I did oppose was not the creation of it, but its method of making the post-graduate studies a close preserve of the University."

Asutosh Mookerjee, the Vice-Chancellor, in summing up, opposed the statement "that the financial management of the University has been unsatisfactory." He pointed out how propaganda had preceded the statement by the Government, in India and in England. "There is" he stated, "a sinister, perfidious campaign against this University." He criticized the report of the Accountant-General where the latter dealt with the question of educational policy of the University. The conditions imposed by the Government of Bengal he stated, could not be fulfilled. The Government demanded that the deficit should be wiped out. Asutosh Mookerjee said, "I have not got an Alladin's lamp at my disposal to work out that miracle; some future Vice-Chancellor may perchance have it and accomplish that feat . . . The Government of Bengal desired that we should make an application for financial assistance. Pursuant to that request, we sent an application. We asked for a grant, and nine months elapsed before we were offered an inadequate grant, clogged with conditions and accompanied by valuable advice and

suggestions." Asutosh Mookerjee deplored the absence of the old "Senators of Rome", men like Gooroodas Banerjee, Rashbehary Ghose, Ananda Mohan Bose, Kalichurn Banurji, who could raise their strong voice of protest. The closing words of the speech of Asutosh Mookerjee before the Senate, which have already been referred to in the previous chapter, will long be remembered in the history of this University.

"Take it from me that as long as there is one drop of blood in me, I will not participate in the humiliation of this University. This University will not be a manufactory of slaves. We want to think truly. We want to teach freedom. We shall inspire the rising generation with thoughts and ideas that are high and ennobling. We shall not be a part of the Secretariat of the Government. Forget not that what is offered is not even a periodical grant, much less a perpetual grant. What is the offer? Two and a half lakhs! And you solemnly propose that you should barter away your independence for it. Mr. Mitter raised a question of law. What authority, I ask, have we, who are assembled here to-night, to barter away for ever the rights and privileges of this University? What will Bengal say? What will India say? What will the post-graduate teachers say? They will resign to-morrow. They will go into banishment rather than take money under these humiliating conditions. What will posterity say? Will not future generations cry shame, that the Senate of the University of Calcutta bartered away their freedom for two and a half lakhs of rupees? One of the dissenters said that he had to do his duty towards his electors. I have also my duty to perform towards that very constituency, for how can I forget that I am the first Vice-Chancellor chosen from among the representatives of the graduates. If you give me slavery in one hand and money in the other, I despise the offer. We will not take the money. We shall retrench and we shall live within our means. We shall go from door to door all through Bengal. We shall rouse the public conscience of Bengal, which has been lying dormant for some time past, and make the people of Bengal realise their responsibility for the maintenance, in a state of efficiency, of their chief seat of learning, their potent instrument for the human activity. Our cause is just and we shall not submit to humiliating conditions. Our post-graduate teachers would starve themselves, rather than give up their freedom. Do not, my friends, believe for a moment that there is no Providence. If Science or Philosophy has taught you that, get rid of the blunder. If it is the design of Providence that high education should disappear from Bengal, let His will be carried out. But I have an unalterable faith in Providence ; that has been my one, sole inspiration in moments of trials and

tribulations. Reaction is bound to come. I call upon you, as members of the Senate to stand up for the rights of your University. Forget the Government of Bengal. Forget the Government of India. Do your duty as Senators of this University, as true sons of your *Alma Mater*. Freedom first, freedom second, freedom always ; nothing else will satisfy me."

On 9 February, 1923, W. W. Hornell, Director of Public Instruction, Bengal, wrote on behalf of the Ministry asking the University to receive the payment of the grant of Rs. 2,50,000 and also inviting the attention of Asutosh Mookerjee personally that "Mr. Mitter has already included the sum of Rs. 3,00,000 in the departmental budget which will be presented to the Legislative Council on the 19th of February next." He requested the Vice-Chancellor to be in contact with the Accountant-General and to give effect to his proposal for the re-organization of the accounts of the University. On the same very day Asutosh Mookerjee wrote to him that the University was ready to remodel the University accounts generally on the lines suggested by the Accountant-General in so far as this could be done within the funds that were or might be at their disposal, that every facility would be given to the Accountant-General or to the officers who may be specially deputed for the purpose to attain the end.

On 16 February, 1923, the University complained that the University had not yet obtained financial assistance from the Government to meet its deficit.

On 24 March, 1923, the Senate of the University met in Convocation. It was presided over by Lytton, the Chancellor, and attended by two of the Ministers of the Government as *ex-officio* Fellows, including Pravaschandra Mittra. Eight Honorary Fellows and seventy Ordinary members of the Senate attended. At this Convocation Lytton began his speech by saying, "At present unfortunately I am suspected of being engaged in a conspiracy to destroy its [University's] independence, if not its very existence." He introduced the subject of legislation regarding the University and its relationship with the Government. He stated:

"the connection of Government with the University, and the supervision by Government of the affairs of the University are new things which we are seeking to create for the first time. They exist to-day and the only object of the legislation which we are contemplating for the University is to make that connec-

tion and the supervision as intimate, as helpful and as harmonious as possible."

The Chancellor's conception of the University was stated in the following words:

"I regard Calcutta University as primarily a great human factory and I am anxious to see that it supplies the commodity which is most required."

In his last Convocation Address, Asutosh Mookerjee gave a picture of the advancement of learning in the University. He said:

"It is my pleasant duty gratefully to acknowledge that the whole-time University teachers who cannot look forward to any external source of income, voluntarily kept a substantial portion of their salaries in abeyance, while lecturers who are connected with Colleges or may rely upon other sources of income, have, in many instances, ungrudgingly continued their association with our work without any remuneration. To crown all, Professor Sir Praphullachandra Ray, that veteran founder of the Indian School of Chemistry, who has also made his name illustrious as the guardian angel of suffering humanity, has offered to surrender his entire salary for a term of five years for the special benefit of the department which is proud to acknowledge him as its leader."

With justifiable pride Asutosh Mookerjee emphasized that "steady output of original work, rapidly increasing in volume and improving in quality, emanates, not from one or two extraordinarily isolated or exceptionally gifted workers blessed with special advantages and facilities, but from a large body of able and devoted scholars." Talking about the proposals for reform he said:

"We cannot shut our eyes to the lamentable fact that there have been abundant indications in recent times of the existence of what looks like a determined conspiracy to bring this University into disesteem and discredit. A satirist, gifted with an uncommon sense of humour, recently classified the members of this confederacy as political adventurers, academic impostors and sanctimonious hypocrites. . . Critics of this type, if they exist, neither ascertain the facts for themselves nor act upon them when they have been investigated by others."

He earnestly maintained "that this University was the first to organise special facilities for higher instruction and original research." He emphasized the paramount need for autonomy in the University.

"The University must be free from external control over the range of subjects of study and methods of teaching and research. We have to keep it equally free from trammels in other directions—political fetters from the State, ecclesiastical fetters from religious corporations, civic fetters from the community and pedantic fetters from what may be called the corporate repressive action of the University itself."

He quoted the memorable address of Rosebery, once the Prime Minister of England and Chancellor of the University of Glasgow :

"We do not take much or even ask much from the State. But the State invites us every day to lean upon it. I seem to hear the wheedling and alluring whisper—'Sound you may be, we bid you be a cripple. Do you see? Be blind. Do you hear? Be deaf. Do you walk? Be not so venturesome. Here is a crutch for one arm ; when you get accustomed to it, you will soon want another—the sooner the better.' The strongest man, if encouraged, may soon accustom himself to the methods of an invalid ; he may train himself to totter or to be fed with a spoon. The ancient sculptors represent Hercules leaning on his club ; our modern Hercules would have his club elongated and duplicated and resting under his arms. The lesson of our teaching was—level up. The cry of modern civilisation is—level down ; let the Government have a finger in every pie, probing, popping, and disturbing."

Asutosh continued :

"We stand unreservedly by the doctrine that if education is to be our policy as a nation, it must not be our politics ; freedom is its very life-blood, the condition of its growth, the secret of its success. . . . Supremely gifted must be that friend of the University who can see gladsome light through darkness visible, and predict with confidence the result of this clash and conflict of ideals. But when all is said and done, there stands forth unshaken the conviction that our insistent claim for the freedom of the University is a fight for a righteous cause, a fight for the most sacred and impalpable of national privileges."

Asutosh closed his address with the following words which will roll from soul to soul of generations to come.

"Let it be remembered that there is some subtle salt or secret that keeps Universities alive, that makes them indifferent to fortune or time. No human institution is so permanent as a University. Dynasties may come and go, political parties may rise and fall, the influences of men may change, but the Universities go on for ever as seats of trust and power, as free fountains of living waters and as undefiled altars of inviolate Truth. Have not Oxford and Cambridge outlasted changes of party and of

policy? Have not Paris and Berlin valiantly withstood revolutions that have transformed the faces of their nations, and do they not still exist, stronger than ever before? Have not Harvard, Yale, Princeton and Columbia outlasted illustrious Presidents of the American Republic? Have not Benares and Navadwip survived aggressive onslaughts of foreign invasions and devastating floods of foreign culture and do they not still stand forth pre-eminent as monuments of Indian scholarship and civilisation? Generations of men have lived and died, but universities have gone on their way, and well-founded they will go on for ever, for no human activity is so permanent as their influence for the betterment of human society and the good of mankind.

"Fellow Graduates, you speak of this University as your *Alma Mater*. Do you always realise the nobility of this commonplace expression? What a singular endearment it voices—our fostering mother—what fine relation is that for a great institution of learning to bear to all those who throughout the years have learned wisdom at her feet and have gone out into the world sustained by her strength and inspired by her lofty example. Those amongst you who have just been admitted to your degrees, will now enter into the great arena of the world, into the thick of the smoke and dust of its conflict, into the toil and moil of its labours, into the stress and storm of its passions, into the fierce crucible of eternal forces—the mighty touchstone of the Almighty for His creatures by which He puts them to the test. There you will walk into the shadow sometimes, but if you are worthy, just as often in the light. There you will feel the sting of defeat sometimes, but if you are strong, just as often the elation of victory. There you will see with unclouded eyes the weakness, the depravity, the imperfections of human kind, all the naked wretchedness which under the wise decree of Providence is a necessary part of human lot ; but oftener, if you are true, will you look upon, in all their splendid proportion, the charity, the kindness and the goodness in human kind, those unconquerable virtues which redeem it, preserve the balance of human happiness and make of human life a broad and stately highway, marked by the milestones of exalted action and reaching into the throne of Heaven. But in whatever sphere your lot may be cast, whatever your hopes and fears, turn back to your *Alma Mater* with filial piety and attachment. Councils will come and go ; Ministries will blossom and perish ; parties will develop and disappear or change their nature and survive. But your University, my University, will live on for ever, if her children by thousands and ten thousands stand by her with steadfast loyalty and devotion, alike in her days of triumph and affliction. Unalterable is my faith as to her bright future, because I feel she must be a national organisation, self-reliant

though bound in service to the nation, adapting herself to the manifold and varying wants of the community, from generation to generation. I call upon you, Fellow Graduates, to join with me, in the words of the warrior poet, in a solemn pledge of eternal devotion to the Spirit of our Motherland, the protecting divinity of our *Alma Mater*.

“I vow to thee, my country—
all earthly things above—
Entire and whole and perfect,
the service of my love—
The love that asks no question ;
the love that stands the test,
That lays upon the altar
the dearest and the best ;
The love that never falters,
the love that pays the price,
The love that makes undaunted
the final sacrifice.”

On 3 April, 1923, Asutosh Mookerjee presided at a meeting of the Senate as the Vice-Chancellor of the University. At that meeting Kaminikumar Chanda asked him whether the office of the Vice-Chancellor of Calcutta University for another term had been offered to him with certain conditions and that he had refused it. The Senate was most anxious, he said, to know why at this most important period of the history of the University he had thought it right to decline the offer.

Asutosh Mookerjee replied :

“On the 24th March last, on my return home after the Convocation, I found a letter which had been written to me by His Excellency the Governor of Bengal. The letter must have been composed before the Convocation took place. It made no mention of the Convocation and had been delivered at my residence before the Convocation had closed.”

He then read out the correspondence which passed between him and the Chancellor :

Government House, Calcutta
24th March, 1924

Dear Sir Asutosh,

With reference to the Vice-Chancellorship about which I spoke to you on Wednesday last I am well aware that this office has entailed upon you a heavy burden of work, and that though a post of honour and responsibility, it is not coveted by you for any reason except a wish to serve the University which you love, and to the welfare of which you have devoted your life. As you know, the appointment has to be made not by the Chancellor

but by the Local Government, that is to say, by the Governor and the Minister jointly, and we both wish to know to what extent we can count on your co-operation. I am anxious to retain your services in this post because I feel that your powers and your attainments are of great value to the University and to the cause of higher education in Bengal. But if those powers and attainments are used in opposition to the Government in the belief that you are thus serving the interests of the University, your continued occupation of the post would be impossible.

You have seen our Bill, you have heard from me on more than one occasion that in framing it we are anxious to retain the largest measure of academic independence which can be secured for a University which is bound to Government in its origin and in its constitution and which is at present in need of financial assistance. I have asked for your suggestions, and I should welcome your criticism, provided it is offered as a fellow-worker and not addressed to outside bodies. The continuance of the course you have followed during the last few months would entirely preclude my favouring your re-appointment. Hitherto you have given me no help ; you have on the contrary used every expedient to oppose us. Your criticisms have been destructive rather than constructive ; you have misrepresented our objects and motive, and instead of coming to me as your friend and Chancellor with helpful suggestions for the improvement of our Bill, you have inspired articles in the Press to discredit the Government. You have appealed to Sir Michael Sadler, to the Government of India, and the Government of Assam to oppose our Bill. All this has been the action not of a fellow-worker anxious to improve the conditions of co-operation between the Government and the University, but of an opponent of the maintenance of any connection between the two. I should not complain of this if you avowed yourself an open antagonist and said to me frankly, "in the interests of the University I am obliged to oppose your policy and cannot co-operate with you." But in that case, you could not expect the Government to retain you as a colleague and ask you to continue as Vice-Chancellor.

I invite you at this time when the Vice-Chancellor's office must be filled anew, a time which is also one of momentous consequence to the University, to assure me that you will exchange an attitude of opposition for one of whole-hearted assistance, for in our co-operation lies the only chance of securing public funds for the University without impairing its academic freedom. If you will do this, if you will work with us as a colleague and trust to your power of persuasion to get what you consider the defects in our Bill amended, if you can give an assurance that you will not work against the Government or seek the aid of other agencies to defeat our Bill, then I am

prepared to seek the concurrence of my Minister to your re-appointment as Vice-Chancellor and I am confident that we can produce a Bill which will both secure the approval of the Legislative Council and be of lasting benefit to the University. If you cannot conscientiously do this, you must make yourself free to oppose me by ceasing to be Vice-Chancellor.

I shall be glad to hear from you before Tuesday and I await your answer with the hope that whatever your decision may be, it will make the future easier for both of us.

Believe me, your sincerely,

LYTTON

Hon. Sir Asutosh Mookerjee, Kt., C.S.I., M.A., D.L., &c.

SENATE HOUSE
Calcutta, 26th March, 1924

Dear Lord Lytton,

I am in receipt of your letter, dated the 24th March, which reached me on Saturday evening, after I had returned home from the Convocation. I shall in my reply speak without reserve and hesitation as you have made most unjust and unmerited imputations on my conduct.

Before I record my views on your offer to re-appoint me as Vice-Chancellor and the conditions that accompany it, I shall deal with your remarks on my attitude towards the proposed scheme of legislation. I cannot reproduce here the contents of the correspondence which has passed between you and me on this subject, but it seems clear that you could not have refreshed your memory by its perusal before you criticised my conduct. You could not possibly have forgotten that in the letter which I wrote to you on the 4th November, 1922, after I had received a copy of the University Bill from Mr. Mitter, I expressed in unmistakable terms my disapproval of its contents and the principles underlying it. That Bill came upon me as an absolute surprise. Mr. Mitter, you might remember, asked for my personal opinion. In your letter, dated the 8th November, 1922, you distinctly wrote to me that Mr. Mitter had told you that the Senate of the University had been consulted officially but that my personal opinion, had not been invited. This, as I intimated to you later, was the exact opposite of truth. This was followed by protracted correspondence and interviews with you, in the course of which I explained to you my views upon the draft Bill. At length on the 11th January, 1923, you gave me permission to consult the members of the Senate on the provisions of the Bill. At about the same time I received from you a copy of the Secondary Education Bill; all information regarding its contents, though repeatedly asked for, had been kept back by the Government from the University.* The Senate, thus placed in possession of the two Bills, appointed a Committee to report on

their provisions. Before the views of the University could be formulated and communicated to you, you adopted, in spite of my earnest protests and the remonstrance of the Senate, an absolutely indefensible course. You forwarded the Bill or Bills to the Government of India with a view to obtain its sanction to introduce them into the Legislative Council. If you refer to the correspondence, you will find that I and my colleagues on the Senate made a desperate effort to convince you that as the Bills were open to grave objections, they should not be adopted as Government measures before full and searching enquiry. Our appeals and protests were totally disregarded. You now make a grievance that I have used every expedient to oppose your Government to arrest the progress of the measures. You complain that I have appealed to the Government of India and the Government of Assam. You will be surprised to hear that what I have done has been perfectly constitutional. In your letter, dated the 11th January, 1923, you stated explicitly that I would be free to take what steps I please to discuss the Bill with the members of the Senate. In my reply, dated the 14th January, 1923, I stated that in view of the importance of the questions raised, I had decided to give an opportunity to every member of the Senate to discuss the provisions of the Bills. The Senate, it may not be known to you, includes His Excellency the Governor of Assam, the Member of the Council of the Governor-General in charge of the Department of Education, the Minister for Education in Assam, and the Director of Public Instruction in Assam. The papers were forwarded as confidential documents to each of these gentlemen. If I had withheld the papers from them, they would have been entitled to make legitimate grievance against me. If the result has been that they have formed an unfavourable opinion of the measure devised by your Government, and have taken such steps as they consider necessary and proper, you may regret it, but surely that is not a ground for complaint against me. You also make a grievance that I have appealed to Sir Michael Sadler. Your Government, notwithstanding my advice and the advice of the Senate, has unceremoniously rejected the recommendations made by the Commission over whose deliberations Sir Michael Sadler presided. If I had intimated this fact to Sir Michael Sadler, a fact which has been a matter of public knowledge for many weeks past, I did it in the best interests of the University and of the country. Again, you do not hesitate to assert that I have inspired articles in the Press to discredit your Government. This is a libel and I challenge you to produce evidence in support of this unfounded allegation.

You complain that my criticisms have been destructive rather than constructive. Yes, the criticisms have been destructive of the provisions of the Bills which appeared to me and to my

colleagues on the Senate to be most objectionable, framed, as we did not hesitate to record, from a political and not an educational standpoint. You seem to regret that our criticisms have not been constructive, but you have never cared to invite the University to frame a constructive scheme for the benefit of your Government. I have on more than one occasion, as you will no doubt recollect, offered to draw up a Bill with the assistance of my colleagues on the Senate and representatives of your Government, but I have received no response.

You complain that I have hitherto given you no help. I maintain that I have constantly offered you my help and advice which, for reasons best known to you alone, you have not accepted. I have written to you letter after letter, even in the midst of terrible sorrows, commenting in detail on the provisions of the Bills. You have never cared to reply to the criticisms thus expressed. On the other hand, although I found from your letter, dated 11th January, 1923, that you were convinced that the proposed amendments were, as predicted by me, impossible of accomplishment in an amending Bill, I discovered much to my surprise a few days later that you were determined to push on the amending Bill and send it up to the Government of India for sanction.

Again, the report of the Committee on the two Bills (which we took great pains to prepare) minutely criticised their clauses and challenged the ideal that lay beneath them. You have never recorded your opinion on our views. You have not even given me the opportunity to discuss the report with you. On the other hand, I cannot overlook that your letter to me, dated 15th February, 1923, made it quite clear that you did not realise the gravity of the issues and you did not hesitate to express your impatience at the space that our criticisms occupied.

I notice that you charge me with having misrepresented your objects and motives. I most emphatically repudiate this unfounded charge. On the other hand, it would be interesting to know whether when you stated to the Legislative Council that your 'anxiety to consult the authorities of the University and to obtain their support as far as possible, was responsible for the delay,' you were already aware of the attitude taken up by the Government of India.

If you have the courage to publish to the world all the documents on the subject and the entire correspondence which has passed between us, I shall cheerfully accept the judgment of an impartial public.

I shall finally consider your offer to re-appoint me as Vice-Chancellor subject to a variety of conditions. There are expressions in your letter which imply that I am an applicant for the post and I am in expectation of re-appointment. Let me assure you that if you and your Minister are under such an impression,

you are entirely mistaken. You ask me to give you a pledge that I shall exchange an attitude of opposition for one of whole-hearted assistance. You are apparently not acquainted with the traditions of the high office which I have held for ten years. I was first called upon to accept the office of Vice-Chancellor by that God-fearing soldier, the late Earl of Minto. He did not bind me with chains but on the other hand expressly enjoined me to work in concurrence with the Senate in such manner as might appear to my judgment to be in the truest interests of the University. We had in fact many open conflicts with the views of the Government in those days ; you will however be interested to know that at the Convocation on the 12th March, 1910, Lord Minto referred to me in the following words: 'Now that my high office is drawing to a close I rejoice to feel that the administration of this great University will continue to benefit from your distinguished ability and your fearless courage'. During the time that Lord Hardinge was Chancellor of the University, we had many an acute difference with the Government and as Vice-Chancellor I never hesitated to express my disapproval of Government measures when they appeared to me to be injurious to the interests of the University. Lord Hardinge had the generosity repeatedly to congratulate me on the bold stand we had from time to time made against the views maintained by his Government. When two years ago at the insistent request of Lord Chelmsford and Lord Ronaldshay I accepted their invitation to hold the post of Vice-Chancellor, I stated distinctly that I would spare no efforts to devote myself to the service of the University and to promote to the best of my judgment and ability the truest interests of my *Alma Mater* which have been always dearest to me. From the conversation that I had with Lord Ronaldshay at that time, I discovered that no one appreciated more keenly than he the need and value of a thoroughly independent Vice-Chancellor.

Let me assure you that this high tradition was not created by me. It was my privilege to work as a member of the Syndicate with eight successive Vice-Chancellors during a period of seventeen years, before I was called upon to accept that post, and most, if not all of them, were eminent men imbued with the traditions of the office from the time of their predecessors. Many of the occupants, ever since the days of our first Vice-Chancellor, Sir James Colville, Chief Justice of the Supreme Court, have been men who had taken oath to administer justice in the name of their sovereign. To them it would have been a matter of astonishment to be told that as Vice-Chancellors, they were accepted to adapt themselves to the views of the Government, simply because it was the Government which had the appointment in its gift. I have, I maintain, scrupulously adhered to the cherished traditions of my office and it has

never entered into my mind during the last two years that I was seriously expected to adapt myself to the wishes of your Government.

Surely, my attitude towards the policy adopted by your Government in the matter of University Legislation has been quite familiar to you for some months past, and you have never before this ventured to convey a suggestion to me that my action as Vice-Chancellor has been unworthy of my office. I quite realise that I have not in the remotest degree tried to please you or your Minister. But I claim that I have acted throughout in the best interests of the University, notwithstanding formidable difficulties and obstacles, and that I have uniformly tried to save your Government from the pursuit of a radically wrong course, though my advice has not been heeded.

I am not surprised that neither you nor your Minister can tolerate me. You assert that you want us to be men. You have one before you, who can speak and act fearlessly according to his convictions, and you are not able to stand the sight of him. It may not be impossible for you to secure the services of a subservient Vice-Chancellor, prepared always to carry out the mandates of your Government, and to act as a spy on the Senate. He may enjoy the confidence of your Government but he will not certainly enjoy the confidence of the Senate and the public of Bengal. We shall watch with interest the performances of a Vice-Chancellor of this type, creating a new tradition for the office.

I send you without hesitation the only answer which an honourable man can send, an answer which you and your advisers expect and desire: I decline the insulting offer you have made to me.

Yours sincerely,
Asutosh Mookerjee

No wonder, after the death of Asutosh, Rabindranath Tagore wrote, "Asutosh heroically fought against heavy odds for winning freedom for our education."

The Secretary to the Government of Bengal, Education Department, wrote to the Registrar, Calcutta University, that the Government of Bengal had been pleased to appoint Bhupendranath Basu, Vice-Chancellor of the University in the room of Asutosh Mookerjee before the former was appointed an Ordinary Fellow.

On June 9, 1923, Bhupendranath Basu presided over the first meeting of the Senate. Asutosh Mookerjee offered him the most cordial welcome. In his reply to the words of welcome, Bhupendranath said:

"It has been said of us that we are impatient of public criticism or unwilling to admit the public into our confidence. I think that charge is unfounded. We here do not perform any Eleusinian mysteries, and we are quite willing to welcome even that modern Hercules who would lay profane hands upon our fabric and who bears to-day upon his capacious back the weight of a great but thirsty city."

Addressing Asutosh Mookerjee, he said,

"You, Sir, have built for us a temple, which, whatever may be the fault in its execution, is grand in design and conception, and which will for ever command the respect and admiration of our country and of succeeding ages. You have devoted to it industry, ability, genius and above all, a love for the youth of our country, which none can excel and few can emulate. . . I have to follow in your footsteps in the task, which I have undertaken."

Bhupendranath Basu was anxious to tackle with his colleagues of the University two important questions, *viz.* (i) the question of financial assistance by the Government of Bengal to the University, and (ii) the question of legislation regarding the reform of the University.

On 12 April, 1923, there was a tea party given by the Vice-Chancellor in his house. Some of the members of the Senate as also the Education Minister were present. On 16 April, 1923, Pravaschandra Mitra, the Education Minister, wrote a letter to Vice-Chancellor Bhupendranath Basu in the following words:

"Your social party was of some assistance in enabling me to understand and, to a certain extent, appreciate the view-point of some of the prominent members of the Senate who were present on the occasion. I trust it similarly helped them in understanding the difficulties of Government in the matter. I would like to probe the possibilities of mutual understanding further especially with regard to University legislation. The question of an informal conference for the purpose was suggested in your party and I promised to let you know my decision after further consideration. I am sure your friends in the University as well as the Government are agreed in thinking that the educational interests of the Province require a better understanding between Government and the University. To further this object, I shall be prepared to call a conference. The principal object of the conference will be to discuss the question of University legislation having regard to the present financial position of the Province."

The minister suggested that the University might be represented by three to five Fellows at the conference. This letter

along with a memorandum from Pramathanath Banerjee, a member of the Syndicate, who became a Vice-Chancellor of the University later on, was placed before a meeting of the Syndicate, and a committee was appointed to draft a reply to the letter of the minister.

On 23 April, Bhupendranath Basu wrote a letter to the Education Minister that the members of the Senate who were present at his house at the party, expressed the opinion that it was not desirable to undertake such important legislation in the Council whose term was about to expire and that it was necessary to have the whole question thoroughly investigated and considered by a representative committee, and therefore the introduction of such legislation in the July session was practically impossible. In that letter the Vice-Chancellor made it quite clear that the suggestion at an informal Conference should not be binding upon the Senate. He pointed out that the Syndicate was convinced that in order to make it possible for the University representatives to take part in the discussion with advantage it was essential that the Syndicate should be placed in possession of information regarding the financial position of the Government in relation to the University.

On 10 May, 1923, Education Minister, Pravaschandra Mitra, wrote a letter to Vice-Chancellor Bhupendranath Basu, dealing with the financial position of the Government in relation to the University. He stated that in view of the financial position of the Government

“it will be difficult for the Government to give you and the Syndicate any definite assurance of financial assistance . . . The Ministry of Education and the Syndicate have, therefore, to proceed on the basis that it is not possible for the Government to hold out any definite assurance of financial assistance.”

In regard to the proposal for legislation, the letter of the minister stated:

“In our view, legislation on the lines of the University Commission’s recommendations, without necessary financial backing, will mean the breakdown not only of the Calcutta University but also of many private colleges.”

The minister agreed to have a committee of twelve members and set out the functions of the proposed committee. The concluding part of the letter was to the following effect:

“You will no doubt bear in mind that the Government is to a

certain extent committed to introduce legislation in the July session ; already there are two private bills before the Council which it will be difficult, if not impossible to resist, except by the introduction of a Government measure."

The two Bills referred to were private members' Bills. As stated before, one was introduced in the Bengal Legislative Council by Jatindranath Basu and the other by Surendranath Mallick. Both were amending Bills. Jatindranath Basu's Bill dealt mainly with the composition of the Senate. His Bill proposed heavy Muslim representation. It also proposed that the Minister of Education, Bengal, for the time being, should be the *ex-officio* Rector of Calcutta University. Surendranath Mallick's Bill was also an amending Bill. It also proposed that the Minister of Education, Bengal, should be the *ex-officio* Rector of the University. It dealt with the composition of the Senate. It gave heavy representation to the members of the Bengal Legislative Council and to Muslims. In regard to the regulations, the Bill purported to take away the initiative for framing such regulations from the hands of the University to those of the Government.

On 24 February, 1923, the Senate considered the report of the members of the committee appointed by the Senate to examine the provisions of the two University Bills. It was pointed out in the report that the Mallick Bill involved a complete departure from the spirit and letter of the Sadler Commission's Report. The fundamental feature of the recommendations made by the Sadler Commission was that they would secure for the University a constitution which would make the University a self-governing institution in all matters, financial and academic, and would leave decisions of academic questions mainly to persons following the profession of education. The report opposed the proposal for making the Minister of Education of Bengal the Rector of Calcutta University. Assam at that time was under the jurisdiction of the University of Calcutta and of the Assam Legislative Council. The Governor of Assam was an *ex-officio* member of the Senate of Calcutta University. According to the Bill the Minister of Education, Bengal, was to be placed above the Governor of Assam. The report opposed the nomination of Fellows by the local Government and not by the Chancellor. It opposed the proposals in the Bill vesting large power in the

local Government for financial control over the University. It protested against the exclusion of the existing Fellows of the University as proposed in the Bill within six months of the date of the passing of the amendments to the Act. The Basu Bill was opposed by the committee as it intended to increase the control of the Government over the finances of the University. It opposed the proposal in the Bill to vest the power of nomination of Fellows in the local Government. It pointed out that the Basu Bill gave very wide communal representation on the Senate. It also made some pertinent comments on the Mallick Bill, which have already been referred to in the previous chapter.

Chunilal Bose moved an amendment to the report before the Senate. The Vice-Chancellor ruled him out of order. In the course of the debate, Professor Hiralal Halder spoke very sarcastically about the Bill, to which also reference has been made already.

The committee, the report of which was under discussion by the Senate on 24 February, 1923, consisted of Asutosh Mookerjee (Chairman), Nilratan Sircar, Principal Herambachandra Maitra, Principal Girischandra Bose, Asutosh Chaudhuri, Paul Brühl, Praphullachandra Ray, Principal J. R. Banerjea, Hiralal Halder, Principal J. Watt, Principal George Howells, Bidhanchandra Roy, Principal W. S. Urquhart, and Jatindranath Maitra. The motion for the adoption of the report, which was unanimous, was moved by Asutosh Chaudhuri and was carried at the meeting of the Senate unanimously.

INTERVENTION OF ASSAM

At the meeting of the Senate held on 11 June, 1923, Kamini-kumar Chanda of Assam, who was a member of the Imperial Legislative Council of India, moved for the ascertainment of the views of the Government of Assam upon the question of University legislation being undertaken by the Bengal Legislative Council, and requested the Syndicate to take necessary steps in that behalf. J. R. Cunningham, Director of Public Instruction, Assam, explained the statutory rights of Assam in the University. He ruled out the two private Bills introduced in the Bengal Legislative Council by Jatindranath Basu and Surendranath Mallick, on a preliminary consideration that no representation

whatever was granted to Assam in any of the Bills. He stated that the Government of Bengal was not constitutionally entitled to legislate in the matter. As regards Assam, he stated that the fact was that at present they were not in a position to move for themselves and establish a university of their own. They still needed the help of Calcutta University and they believed that they had the right to claim it. The Government of Assam was not in favour of the appointment of a committee by the Government of Bengal as a preliminary to legislation.

Asutosh Mookerjee moved in the Senate :

"In view of the statement made by the Director of Public Instruction, Assam, on behalf of the Government of Assam, the Syndicate be requested (1) to make a reference to the Government of Assam for ascertaining their views upon the question of the appointment of the committee by the Bengal Government as a preliminary to legislation, (2) to make a reference to the Government of Bengal to ascertain from the Government of India their views upon the question of legislation being undertaken by the Bengal Legislative Council or the Legislative Assembly, having regard to the provisions of the Government of India Act 1919 and the Devolution Rules regarding legislation concerning this University and Secondary Education ; (3) to make a reference to the Government of Bengal to consider whether in view of the position taken up by the Government of Assam, the committee should be appointed by the Government of Bengal as proposed, or by the Government of Bengal and the Government of Assam jointly or by the Government of India."

Asutosh Chaudhuri seconded.

The Vice-Chancellor, Bhupendranath Basu, in summing up the debate said, "I thought it would be unjust and unfair not only to the Government of Assam but to the people of Assam that their case should not be properly heard." He continued :

"I am not a member of any Legislative Assembly in this country. I have not the good fortune of being a Minister. It must take a stout heart to undertake such an important far-reaching legislation without properly exploring the ground. A lesser body than the present Government of Bengal should have certainly hesitated. We have got before us the Sadler Commission Report. The whole of it cannot be adopted because we have not the financial resources to back it up. But at the same time there are features in the report which could be adopted without the financial assistance which the report pre-supposes. That question is to be considered. Is the report to be given a go-by at once? The report was made for the sake of the Calcutta Uni-

versity. Should the Calcutta University alone let it go? Is it possible to think that a great University like the Calcutta University of long standing and honourable antecedents should be thrown overboard and should receive no financial assistance from the Government of Bengal?"

The proposals of Asutosh Mookerjee, were carried unanimously.

At the meeting of the Senate held on 11 June, 1923, was placed a letter of the Secretary to the Government of Assam dated 30 May, 1923, addressed to the Registrar, Calcutta University. There Assam was quite prepared to have the Matriculation Examination of the candidates from Assam High Schools conducted by Calcutta University even though the Bengal Secondary Education Bill of 1923 sponsored by the Government of Bengal had been passed by the Bengal Legislative Council. Bidhanchandra Roy moved at the meeting of the Senate "that the Government of Bengal be requested to make a reference to the Government of India to ascertain their views regarding our legal liabilities on the question raised by the Government of Assam in the letter." Kaminikumar Chanda seconded the motion which was carried.

On 28 July, 1923, the Secretary to the Government of Bengal wrote a letter to the Registrar, Calcutta University, announcing the proposal for a conference to discuss the two Bills framed by the Government of Bengal dealing with Calcutta University and Secondary Education. The representatives of the Senate of Calcutta University and the Government of Assam were to have an opportunity of stating whether they objected to any legislation and what amendments if any, they desired to make in these Bills or what alternative proposals they desired to substitute for them. If after discussion, there was no agreement on all the points in issue, the Government of Bengal would submit their revised Bills to the Government of India for sanction of the Governor-General to introduce them into Legislative Council.

At a meeting of the Syndicate held on 31 August, 1923, Vice-Chancellor Bhupendranath Basu reported to the Syndicate the results of the proceedings of the Conference held at the Government House on 20 and 22 August, 1923. The Syndicate thereupon decided to refer the question of University legislation to a committee of eleven members, *viz.*, Vice-Chancellor

Bhupendranath Basu, Asutosh Mookerjee, Nilratan Sircar, Principal Herambachandra Maitra, Principal Girischandra Bose, Principal G. Howells, Principal W. S. Urquhart, Abdulla Suhrawardy, Pramathanath Banerjee, Principal A. E. Brown and Professor Pramathanath Banerjea. Pramathanath Banerjee was appointed Secretary to the committee.

On 29 September, 1923, the Secretary to the Government of India, Department of Education, Health and Land, wrote to the Secretary Government of Bengal, Education Department, proposing to hold a universities congress at Simla. They accepted the recommendations of the Lytton Committee which laid stress on the need of co-operation between different universities. "The Calcutta University Commission", the letter of the Government of India continued :

"had previously made a similar recommendation. The question was considered by the Central Advisory Board of Education. The Board came to the unanimous conclusion that it would be desirable to convoke a meeting of the accredited representatives of the Indian Universities, at which questions of common interest could be discussed. The Government of India are disposed to believe that the time is opportune for a conference such as that suggested by the Board."

Thereupon the Syndicate recommended to the Senate that the following persons be appointed delegates of the University :

- (1) W. W. Hornell, Director of Public Instruction, Bengal ;
- (2) Asutosh Mookerjee, President of the Councils of Post-Graduate Teaching in Arts and Science, Dean of the Faculty of Law, formerly Vice-Chancellor, Calcutta University ;
- (3) Nilratan Sircar, President of the Governing Body of Carmichael Medical College, formerly Vice-Chancellor, Calcutta University ;
- (4) Herambachandra Maitra, Principal, City College, Calcutta ;
- (5) Praphullachandra Ray, Palit Professor of Chemistry, University College of Science and Dean of the Faculty of Science ;
- (6) Principal W. S. Urquhart, Principal, Scottish Churches College, Calcutta.

On 27 October, 1923, the Government of Bengal forwarded the letter of the Government of India for the consideration of of University. The date for summoning the Conference, was proposed to be fixed during the winter season.

In the mean time, there was a change in the Ministry of Education in Bengal. Fazlul Huq, a brilliant alumnus of the

University and a well-known figure in Indian political life, became Education Minister to the Government of Bengal. Incidentally, he was, in his professional life as a lawyer, a pupil of Asutosh Mookerjee.

On 27 February, 1924, the Government of Bengal wrote a letter to the University about the application of the University for a grant of Rs. 1,45,000, mainly for the purposes of the University College of Science. The letter of the Government pleaded "the extreme financial stress of the Government of Bengal." "They have been compelled", the letter stated, "to adopt the most rigorous measure in economy, and in spite of this have had the greatest difficulty in balancing revenue and expenditure. Their ability to come to the rescue of the University in its financial difficulties was therefore strictly limited." The Government recognised its duty in connection with the question of grant to the University enabling it to wipe out "its chronic deficit." But the Government requested the University "to direct its attention to the possibilities of retrenchment." The University Law College again attracted the attention of the Government, "and", the letter stated, "the University Law College will be able to give some assistance either by direct contributions to the post-graduate teaching fund and the Science College fund or a contribution to the fee fund." In the stress of financial embarrassment it was forgotten that the income of the University Law College which was an affiliated college, was applicable only for the purposes of the college itself.

The Government of Bengal also proposed a conference between the University and the Government in regard to the request of the University for financial assistance. At its meeting on 1 March, 1924, the Syndicate welcomed the proposal for a conference and informed the Government that Vice-Chancellor Bhupendranath Basu, Asutosh Mookerjee, Nilratan Sircar, Bidhanchandra Roy and Pramathanath Banerjee would attend the conference. Owing to the continued illness of Vice-Chancellor Bhupendranath Basu, the committee of eleven could not hold its sittings. The representatives of the Government of Bengal on the conference were T. Donald, member, Executive Council, Bengal, A. K. Fazlul Huq, Minister of Education, A. Marr, J. A. L. Swan, Secretary, Government of Bengal, Education Department and E. F. Oaten, Director of Public Instruc-

tion, Bengal. A preliminary meeting of the conference dealing with the possibilities of retrenchment and of future financial assistance and for arriving at "comprehensive and final settlement, agreeable both to the University and to the Government" was held on 21 March, 1924.

On 2 January, 1924, Asutosh Mookerjee retired from the Bench of the Calcutta High Court. He had served the High Court for a period of twenty years as a Judge and had become Chief Justice in 1920 for some time. He accepted the leading brief in the famous Dumraon case before the Patna High Court. During the six months that he had been working very strenuously in the interest of his clients, he used to come to Calcutta and to the University every week-end and worked there far into Sunday nights.

ASUTOSH MOOKERJEE PASSES AWAY

On 25 May, 1924, a bolt from the blue, as it were, struck the University and the country when Asutosh Mookerjee died suddenly at Patna, away from his home in Calcutta and the University which he loved so well. His death was preceded by two days, by the death of another great son of the University, Asutosh Chaudhuri. The whole of Calcutta was plunged in sorrow when the procession carried the mortal remains of the great son of Bengal to the banks of the Adi Ganga at Kalighat. On 31 May, 1924, the Syndicate met at a special meeting and passed the following resolution:

"We, the members of the Syndicate, in a special meeting convened for the purpose, place on record an expression of our profound grief at the death of our revered colleague, Sir Asutosh Mookerjee. As Vice-Chancellor or as an ordinary member of the Syndicate he had been intimately associated with its work since 1889. For thirty-five years he placed his outstanding intellectual powers and his unrivalled energy ungrudgingly at the service of his colleagues, thereby enabling them to carry out a task which year by year became more difficult, laborious and exacting. The remarkable developments in the work of the University during the last two decades which it was our privilege as the representatives of the Senate to direct, were largely the product not only of his constructive genius but of the selfless, incessant and devoted toil, which he brought to his task as a member of our body. The personal and private sorrow which

we each individually feel at the loss of our distinguished colleague is intensified by our keen sense of the irreparable injury to our work which will be caused by the absence of his indefatigable energy, his directive skill and his unique knowledge and experience. In paying our sorrowful tribute of respect to the friend, colleague, and leader whom we have lost, and in placing on record our profound admiration for the services rendered to the cause of education by the work which he accomplished as a member of our body, we express the hope that the memory of his devoted labours may inspire those of us who remain, and those who follow us, to imitate his great example, and dedicate all the powers which they possess to the service of their University and to the achievement of that object for which he lived, the advancement of learning amongst the people of his motherland."

The whole country was simply convulsed with grief. On 14 June, 1924, a memorial meeting of the Senate took place. Lytton came down from Darjeeling to preside over the meeting of the Senate as Chancellor. In his speech from the chair he said, "with bowed head and heavy heart we have come to mourn the loss of our University's greatest son." He stated:

"Sir Asutosh Mookerjee was the most striking and representative Bengali of his time. The versatility of his intellect and the variety of his interests were so great that there is scarcely any department of the public life of this province which has not been left the poorer by his death. But in this place, and in the presence of those who were his colleagues and fellow-workers, I would recall to you not the brilliant lawyer, nor the learned Judge, nor the many-sided scholar, nor the patron and administrator of countless learned societies, but rather the man who in the interests of this University and in furtherance of that object for which it stands, the Advancement of Learning, devoted to the cause of education through a period of 35 years—those hours, which other men less intellectually gifted or possessed of less indefatigable energy reserve for recreation or repose. The University of Calcutta, as it stands today, bears the indelible impress of those 35 years of devoted labour . . . The development of the University as a home of advanced learning and as a teaching organisation was the main achievement of his life . . . The post-graduate department of this University was the outstanding product of Sir Asutosh's great career."

The Chancellor referred to the difference which he had with him in 1923 in the following words:

"In the last year he and I have been spoken of as antagonists, but there was no fundamental difference of principle between

us to justify an antagonism. Myself a graduate of a great University, I am able to sympathize with the University point of view, and I approach all the affairs of this University as its Chancellor first and only subsequently as the Governor of the province. We ought to have been great collaborators and it was always my hope that time would have convinced Sir Asutosh that there was nothing antagonistic between my ideals and his. Even if there had been more reality than I am prepared to admit in the issues which seemed temporarily to divide us, all controversy would be silenced in the presence of death. Today we can think only of the great intellectual powers which he placed so long at the service of his University, of the years of unremitting toil which he cheerfully spent in the task of organizing and administering its higher branches, and of the renown, not only in India, but in Europe, which he thereby gained for Calcutta . . . who in the eyes of his countrymen and in the eyes of the world, represented the University so completely that for many years Sir Asutosh was in fact the University and the University Sir Asutosh."

The Chancellor continued:

"Let us unite in the common determination to work together for those changes which are inevitable, if our University is to keep its fair name before the world. Let the foundation stone of that temple of reconciliation be a joint and common purpose to receive the teaching University of Calcutta as a sacred trust from his dying hands, and in the years to come, whatever changes may be found essential in the general organization of the University, to allow nothing to threaten its stability, its prosperity, its freedom, or its future development."

Bhupendranath Basu, the Vice-Chancellor, came down from Darjeeling but was prevented by illness from attending the meeting. He sent a message from his sick-bed to the Senate, which was read out by Nilratan Sircar. His message stated:

"It is generally known that our University owes a great deal to Sir Asutosh's devotion, capacity and driving force. But probably it may not be so generally known that he was a generous antagonist and a devoted friend. You know the circumstances under which I was placed by His Excellency in charge of this University, circumstances which would ordinarily antagonise any man from whose hands the charge was taken; and I frankly confess that I approached my office with a great deal of trepidation, but I soon found that Sir Asutosh could be easily persuaded to take a view of things which, though not within the lines of his perspective, was still a view which others might consider favourably, and in this way we soon got on together very well . . . I do

not attach much weight to memorial busts, for you find the busts of Caesar and Cato adorning the shelves of every museum in Europe and America. The truest way in which a man's memory can be perpetuated is to realise in action his principles and his conduct and if we and our great student community succeeded in so doing, we shall have done ourselves a great service."

Nilratan Sircar, Lancelot Sanderson, the Chief Justice and a former Vice-Chancellor, W. E. Greaves, the coming Vice-Chancellor, Praphullachandra Ray, and W. S. Urquhart paid their homage of tribute to the memory of Asutosh.

On 7 August, 1924, due to his continued illness, Bhupendranath Basu resigned his Vice-Chancellorship. William Ewart Greaves, a Judge of the Calcutta High Court and a colleague of Asutosh Mookerjee for nine years on the Bench, was appointed Vice-Chancellor on 8 August, 1924. Nilratan Sircar was elected President of the Councils of Post-Graduate Teaching in Arts and in Science. On 16 September, 1924, the University suffered another great loss in the death of Bhupendranath Basu. He was for more than twenty-five years a member of the Senate and was for some years a member of the Syndicate. He came to the University as Vice-Chancellor at one of its darkest hours of trial. In spite of ill health he worked strenuously and rendered valuable services to the University. In the resolution of condolence of the Syndicate he was characterised as one of the "most outstanding personalities of his generation."

Strenuous efforts were made by the successors of Asutosh Mookerjee to secure for the post-graduate departments financial and academic stability. At the time of the death of Asutosh Mookerjee, the number of colleges affiliated to the University was forty-nine. The number of schools recognized by the University was 938. The post-graduate departments were doing very commendable work, but the University was suffering from chronic financial difficulties. The future expansion of the departments was uncertain. The imposing structure now known as the Asutosh Building which accommodates most of the post-graduate classes of the department of Arts, was in an unfinished form. The University College of Science and Technology had been drawing the attention of the scientific world, but its finances were in a deplorable condition. The University of Calcutta stood between hope and fear. On 9 February, 1924 Asutosh

made a gift of Rs. 40,000 to the University for the establishment of a lectureship to be called Kamala Lectureship in memory of his daughter. The lecturer was to be appointed by the Senate and was to deliver not less than three lectures either in Bengali or in English on some aspect of Indian life and thought. The subject was to be treated from a comparative point of view. The first occupant of the Foundation was Annie Beasant. Some of the greatest sons and daughters of India were elected to the lectureship. Amongst them may be mentioned Srinivasa Sastri, Ganganath Jha, Sarojini Naidu, Ross Masood, R. P. Paranjpye, Akbar Hydari, Hirendranath Datta, Joginder Singh, Rabindranath Tagore, Abul Kalam Azad and Sarvepalli Radhakrishnan. Asutosh commemorated his father and mother by two other endowments to the University; the Jagattarini Gold Medal in memory of his mother awarded to great litterateurs, is considered as one of the highest distinctions of the University. Rabindranath Tagore was its first recipient. He was followed by Saratchandra Chatterjee, Amritalal Bose, Swarnakumari Devi, Kamini Ray, Dineschandra Sen, Kedarnath Banerjee, Anurupa Devi, Pramatha Chaudhuri, Hirendranath Datta, Mankumari Basu, Nirupama Devi, Kazi Nazrul Islam, Jageschandra Ray, Rajsekhar Bose and Karunanidhan Bandopadhyay.

Ramaprasad Mookerjee, his eldest son, had served the Senate under parental eyes for four years. He has been serving the University continuously for a period of more than thirty-five years. Asutosh Mookerjee's second son, Syamaprasad Mookerjee was elected to the Senate and the Syndicate immediately after the death of his great father. Syamaprasad became one of the most outstanding figures in India. He served the University in diverse capacities as President, Councils of Post-graduate Teaching in Arts and in Science, and as Vice-Chancellor of the University for two terms. He too served the University for nearly twenty-six years. Like his father, the University was his life, his aspiration and his dream. He became for some time a Minister to the Government of undivided Bengal and a Cabinet Minister also at the Centre for more than two years and a half in independent India. He died a political prisoner at Kashmir on 23 June, 1953, when he was only fifty-two. West Bengal, Calcutta in particular, was drenched in sorrow at his untimely death, far away again from his home like his father. For two days

all business in Calcutta stood suspended. Even public conveyances did not ply. The High Court and the University both mourned the loss of a great son of India. He was a great son of a great father.

The University was fortunate in having established a bridge between it and the cultural institutions of Calcutta like the Asiatic Society of Bengal, the Indian Museum and the Sanskrit Association. Asutosh Mookerjee was the President of each of these bodies for a fair length of time.

On 27 September, 1924, Pramathanath Banerjee pointed to the members of the Senate that out of 120 lecturers working in the post-graduate departments, the service of every one with the exception of only three persons was to expire on 31 May, 1925. Not only was there no provision for further continuance of their service, there was also no definite scheme for the purpose and for carrying on the great work Asutosh had left to them as a legacy. He stressed that it was absolutely necessary that the post-graduate departments should have a definite scheme so that their financial embarrassment might cease. His proposal put in the form of a motion, was carried at a meeting of the Senate unanimously.

On 6 December, 1924, at the suggestion of young Syamaprasad Mookerjee a marble bust of Gooroodas Banerjee was installed in the Senate House by the Vice-Chancellor William Ewart Greaves. While installing the bust, Vice-Chancellor Greaves said:

"In the dust of controversy, in the strivings for place and power, in the searchings for material wealth, in the rush and hurry of these modern days, it is well that we should turn aside for a few brief moments this afternoon to contemplate the memory of one who seemed above such things, who was in the world but not of the world, and who strove always for what was best and highest, never actuated by personal motives and by thoughts of self but by his life and by his example lifting others to the high plane on which he lived himself. I recall as I stand here that spare ascetic figure who was so familiar within these walls, a man of remarkable character, of pious and devoted life."

EXTENSION OF THE FRONTIERS OF KNOWLEDGE

Ever since the time when the Universities Bill of 1904 was, on the legislative anvil, Asutosh Mookerjee tried his best to rea-

lize the ideal of a teaching and research University in Calcutta. He was faced with the problem of finance in realizing the ideal. He proposed before the Imperial Legislative Council, "that every Ordinary Fellow of the University shall, during the term that he continued to be such Fellow, annually pay into the University chest a sum of Rs. 50 for the creation of a fund to be devoted exclusively to the objects mentioned in section 3 of the Universities Bill of 1904." Raleigh strongly opposed the proposal. He pointed out that the acceptance of the motion would yield to the University only a sum of Rs. 5,000 annually. He said: "great as the temptation is, I do not think it sufficient to induce me to make a change and in some cases it would be serious charge to be paid by an individual for the performance of a sincere duty. . . It would be laying a charge upon the Indian scholar who cultivates learning upon an income which from the European point of view is very small." Pedler felt convinced "that a tax of Rs. 50 would be found to be extremely burdensome upon the young Indian graduates some of whom we hope to see on the Senate." Gokhale retorted: "The young Indian graduate seems to be a convenient person. He can be pressed into the service when necessary and thrown aside when unnecessary as a worthless person. The honourable member's solicitude for the young Indian graduate seems to me of this sort." The Council divided. The ayes secured seven votes and noes fifteen.

After the preliminary steps were taken for the purpose of giving effect to Universities Act of 1904, since 1908, Asutosh Mookerjee desired the students of the University and in particular, its advanced students to come into contact with great minds of the West and the East. The regulations contemplated special courses of lectures on particular subjects. The lecturers delivering such courses of lectures were to be called Special University Readers. The practice of appointing such University Readers has been in vogue since 1908 and the list of distinguished scholars so appointed would indeed be an imposing one.

In addition to the Special University Readerships, University extension lectures were also arranged by the University from time to time. Eminent scholars were invited to deliver courses of lectures on special subjects. These lectures were

intended for advanced students as also for the members of the public interested in education and culture so as to create among them a desire for original investigation and research. The first series of extension lectures appointed in 1915 were Satischandra Vidyabhusan, Professor Arthur Brown, Principal H. R. James, Professor Patrick Geddes and Professor C. J. Hamilton. The names of the illustrious lecturers whose names are not borne on the regular staff of the University or its affiliated colleges, would likewise constitute a formidable list.

Lectures were also delivered in the University by distinguished scholars and public men who were specially invited to deliver courses of lectures in accordance with the terms of various endowments established by generous donors.

The University, on the initiative of Asutosh Mookerjee, sanctioned a scheme for the preparation of a series of volumes of typical selections to facilitate advanced study of the Indian vernaculars in their critical, scientific, historical and comparative aspects with a view to include them as subjects for the degree of Master of Arts of the University. At a meeting of the Senate held on 31 August, 1918, the scheme for the expansion of Indian vernaculars including the editing of different selections, was passed on the motion of Asutosh Mookerjee. Typical selections in Bengali, Hindi, Guzarati, Oriya, and Assamese were published under the auspices of the University. The ideal of Asutosh Mookerjee in regard to the Indian vernacular scheme has already been referred to. The University also published two journals, one for the department of Arts and another for the department of Science, containing original investigations mostly by teachers of the University. As Asutosh Mookerjee stated in one of his Convocation Addresses, original researches of the teachers and the advanced students of Calcutta University were published in recognized research journals of the world.

SILVER JUBILEE OF THE UNIVERSITY: 1908

It may not be out of place to give here an account of the Silver Jubilee celebration of the University in 1908. A committee was appointed to consider what steps should be taken to celebrate the Jubilee of the University. The committee consisted of the following members: Asutosh Mookerjee, Vice-Chancellor ;

A. Earle, Director of Public Instruction, Bengal, Devaprasad Sarvadhikary, H. R. James, A. Tomory, J. A. Cunningham and the Registrar.

At a meeting of the Syndicate held on 7 March, 1908, the Syndicate decided that the following steps and measures should be taken for the due celebration of the Jubilee of the University:

"1. That Medals to commemorate the Jubilee be struck in silver and bronze, obtainable at cost price by all (Graduates and Undergraduates) of the University who may wish to keep them.

2. That one week's holiday be given to all Colleges and Schools, to be added to the Summer vacation either at its beginning or its termination, according to the discretion of the Principal or Headmaster.

3. That the administrations of the railways concerned be approached with the request that free passages to and from Calcutta, or at any rate substantial reductions of fares, be granted to no less than three Delegates from each of the four other Indian Universities.

4. That on each diploma for an Honorary Degree there be printed a Sanskrit verse, commemorative of the Jubilee.

5. That the offer of His Honour the Rector to give a garden party in connexion with the Jubilee Convocation be thankfully accepted, with the suggestion that the guests on that occasion should be all Fellows, all registered Graduates and all Professors of affiliated Colleges in Calcutta.

6. That the University would be greatly pleased if His Excellency the Chancellor also would consent to give an 'At Home' on the occasion which, they suggest, might be confined to the Fellows of the University.

7. That an 'At Home' be also given by the Vice-Chancellor (or the Vice-Chancellor and the Syndicate).

8. That the following items be included in the programmes of the several 'At Homes':

(a) Dramatic performances by students, *Malavikagnimitram*, by the students of the Sanskrit College, suggested for His Honour the Rector's garden party; and a performance by the students of the Patna College for the 'At Home' of the Vice-Chancellor (Mr. James having kindly promised to take the required steps in this latter matter.)

(b) Recitals in Sanskrit, Persian, etc. by students.

(c) Scientific lectures. The names of Father Lafont, Professor P. C. Ray and Professor S. C. Mahalanabis are suggested in this connexion.

(d) Exhibition of Scientific apparatus.

9. That the University publish a Commemoration Volume, containing selected Convocation speeches, a complete list of all

Fellows from the beginning of the University, biographical, etc. notices of distinguished Fellows with portraits, contributions from the recipients of Honorary Degrees, and such other matter as on consideration may be deemed suitable.

10. That the University Institute Jubilee Research Prizes for original work in the fields of Physical and Natural Science, Philosophy, History, Philology, etc. That the number of such prizes be, for the present, two annually, and that each prize consist of a gold medal of the value of Rs. 250 and a money prize of the same value.

11. That steps be taken to provide a portrait or bust, to be placed in the University Hall, of the late Mr. Premchand Roychand, one of the great benefactors of the University.

12. That steps be also taken to provide portraits of the first Chancellor and the first Vice-Chancellor of the University.

13. That the Post-Graduate Scholarships recently instituted be termed Jubilee Scholarships."

The Jubilee Research Prize was duly instituted, which is still one of the blue ribands of Calcutta University ; a life-size portrait in oils of Premchand Roychand was hung in the Senate Hall ; steps were also taken to provide portraits of the first Chancellor and the first Vice-Chancellor. But the Commemoration volume was not published.

CHAPTER SEVEN

THE POST-GRADUATE AND OTHER PROBLEMS: 1924-34

THE period 1924-34 is of special importance in the history of the University of Calcutta, because the most significant changes that have taken place in recent years were either decided upon or were taking shape through discussions during these years. This period witnessed the stabilization of the post-graduate department. The decision to introduce the vernacular as the medium of instruction and examination in the secondary stage and the changes in the Matriculation Regulations which were shaped during these years turned for the first time the direction which secondary education was up to then following and heralded a revolution in the educational system of Bengal and Assam. Again it was during these years that the changes in the functions and structure of the University which the West Bengal Secondary Education Act of 1950 and the Calcutta University Act of 1951 have now brought about were being actively considered. Much of the immense efforts put into the work of the University by those who guided its affairs during these years was spent in counteracting the plans of the Government of the time to curtail the powers of the University and to destroy its autonomy.

Fortunately for the University the men on whom fell the responsibility for carrying on the great work of Asutosh Mookerjee, rose equal to the occasion and dedicated all the powers which they possessed to the service of the University and the carrying on of his great work.

STABILIZATION OF THE POST-GRADUATE DEPARTMENT

The Earl of Lytton presiding as Chancellor over the special meeting of the Senate on 14 June, 1924, had asked each member to resolve that the post-graduate department which was Asutosh's cherished creation must not suffer because he had left them. He had called upon the Senators to "receive the teaching University of Calcutta as a sacred trust from his dying hands,

and in the years to come, whatever changes may be found essential in the general organization of the University, to allow nothing to threaten its stability, its prosperity, its freedom or its future development". It redounds to the credit of Asutosh's successors that they did not spare themselves in the great work with which they were thus entrusted and as a result of infinite labours at the sacrifice of their leisure, which by ordinary people is utilized for recreation, succeeded in bringing out the post-graduate department from its position of instability and placing it on secure foundation.

The post-graduate department as we know it today, *i.e.*, conducting post-graduate teaching in Arts, Science, Commerce and Technology centralized in Calcutta under the control of the University, was then only seven years old. It was doing valuable work for the advancement of learning. Under the inspiration of Asutosh, the teachers were infused with the spirit of research and a huge volume of original contributions had come out as a result of their labours. But the financial basis was not sound. The condition and terms on which the teachers were to work had not been definitely laid down. They were poorly paid and sometimes not paid at all. Most of them had brilliant academic careers behind them and for the sake of mere asking might have secured lucrative posts elsewhere. But they could not be prevailed upon to desert the post-graduate department and in the face of financial difficulties cheerfully pursued their researches. The approximate annual expenditure for the post-graduate department was five lakhs and fifty-five thousand rupees, but the income did not amount to more than a lakh. This gap between expenditure and income had to be filled in. The University could hardly do so, and naturally assistance was needed from the Government.

Of the 170 lecturers then working in the post-graduate department the term of service of almost all was due to expire on 31 May, 1925. Before they could be re-appointed it was necessary to apply to the Government for a recurring grant to supplement the financial resources which the University could make available for the post-graduate department. For that purpose it was necessary to find out whether any retrenchment was possible and in what directions, whether the pay and conditions of employment and service of the

members of the teaching staff were satisfactory and to make specific recommendations for their improvement and for giving full facilities to the teachers for carrying on research work which was one of the chief objects of the foundation of the department. Accordingly on 27 September, 1924, the Senate on the motion of Pramathanath Banerjee, subsequently a Vice-Chancellor of the University, appointed a committee with Sir William Ewart Greaves, Vice-Chancellor, as Chairman, to enquire into the working of the post-graduate department and to submit a report at an early date.

Before proceeding with its main work this committee submitted an *ad interim* report which was considered by the Senate on 6 December, 1924. In this report the committee recommended certain changes in the regulations dealing with post-graduate teaching in Arts and Science, which were adopted by the Senate. The results of the changes were to alter the manner in which appointments to the teaching staff of the post-graduate department was to be made and the procedure for the preparation of the budget. According to the regulations, as they then stood, the Boards of Higher Studies in each subject were to "initiate proposals regarding appointments to the teaching staff and the salaries attached thereto". Proceedings of the Boards of Higher Studies were subject to confirmation by the Executive Committee and the proceedings of the Executive Committee by the Post-Graduate Council. The proceedings of the Council were then to go to the Syndicate and through the Syndicate with the observations of that body, if any, to the Senate. As a result of the changes now accepted by the Senate the Boards of Higher Studies were to recommend to the Executive Committee not more than two names for each of the appointments under the Board. The Executive Committee was to consider the proposals of the Boards and if it deemed necessary, propose an additional name for each appointment, and then forward the name or names to an Appointments Board. The final selection was to be made by the Appointments Board whose choice was not to be limited by the recommendations of the Boards of Higher Studies or the Executive Committee, but was to be subject to confirmation by the Senate. The Appointments Board with the Vice-Chancellor as President was to be a body of twelve members. In framing the composition of

the Appointments Board due consideration was paid to the need of adequate representation of the teachers as well as of the members of the Senate so that there might be no friction between the academic and administrative side. The Appointments Board was to hold office till 30 June, 1926, or for "such short period, after that date, as the Senate may think necessary". It will be seen that the power of the Boards of Higher Studies to make nominations was not taken away. In matters of appointment reference to the Post-Graduate Council became unnecessary.

The committee which had begun its work in November 1924, and had submitted an *ad interim* report in December 1924, completed its labours on 9 May, 1925. The main report of the committee was signed by all the members. However four members of the committee, viz., E. F. Oaten, the Director of Public Instruction, U. N. Brahmachari, the renowned physician, H. E. Stapleton, Principal, Presidency College and W. S. Urquhart, Principal, Scottish Churches College and subsequently a Vice-Chancellor submitted a joint note recording their differences of opinion on certain points with the majority of the members and added the following explanation :

"Our signature to the main report only concerns such portions of the report as are not at variance with the joint note over our signature and in any case is contingent on the assumption that no action will be taken up by the University to increase liabilities except after (a) a full discussion in the Senate of both the main report and the minority note (b) exploration of all available University resources and (c) application to Government for the necessary funds and their inclusion in the budget".

The committee recommended three classes of University teachers: University Professors, University lecturers and assistant lecturers and demonstrators.

Whole-time lecturers were to be divided into two classes, those in grade and those outside the grade. After considering the merits of each lecturer the Appointments Board was to appoint whole-time lecturers in grade, already in service, for a further term of five years. They were eligible for re-appointment after the expiry of the term. Those outside the grade were to be appointed for the period of not less than one and not more than five years at the discretion of the Board.

Whole-time teachers of the University whose services the Appointments Board would be unable to recommend for continuance might be given a gratuity not exceeding the salary for twelve months, the amount to be determined in each case by the Appointments Board. "The part-time men from colleges should be appointed for a period of two years . . . "

The committee also recommended that "except in cases where a University Professor is Chairman of the Board of Studies, each subject should be placed under a Professor or a senior University Lecturer for purposes of organizing teaching work".

It was not so long ago that some of the affiliated colleges had been doing post-graduate work and there was a considerable body of opinion which felt that the colleges could hardly have that important place in the University to which they legitimately aspired unless they could take a more effective part in post-graduate teaching. Moreover, the Sadler Commission had remarked that it was "unhealthy that any sharp line of division should be drawn between the higher and the lower teaching work of the University". The committee took those facts into consideration and recognized the importance of maintaining a close connection between undergraduate and post-graduate work. They, therefore, recommended that wherever there was "a vacancy in the staff in any department, the University should make enquiries from the authorities of the different colleges in Calcutta and its neighbourhood" as to whether the work could be undertaken "by one or more members of their staff under conditions indicated by the University". It might be difficult for the colleges to permit a man to undertake so much of the post-graduate work as would justify his appointment as a post-graduate lecturer, whereas such a person might be available for, and anxious to undertake a lesser quantity of work. "Moreover, on the one hand it might be inconvenient for him to lecture outside his own college and on the other hand it might not be possible to arrange for students' attendance at compulsory classes away from the University buildings". These considerations led the committee to recommend the establishment of extra-mural lectures. The report provided that extra-mural lecturers, should be recommended annually by their colleges for recognition by the University. Lecturers thus recognized by the Uni-

versity were to undertake to deliver in their own colleges a minimum of twenty lectures in each session and such lectures should be open both to the post-graduate students of the colleges concerned and to such other post-graduate students as might desire to attend. Attendance at such lectures should not be obligatory but reckoned as alternative to not more than twenty per cent. of the total number of lectures delivered by the University professors or lecturers and to this extent should be regarded as constituting part of the regular course of study qualifying for admission to the M.A. and M.Sc. Examinations.

The committee agreed with the view that in the post-graduate department the teachers' work will be not so much to lecture as to guide, help and advise the student in his work. "This," they said "should be the ideal to be aimed, although some of the members feel that unless and until the system of study which sometimes prevails at present in the undergraduate classes, is thoroughly reorganized, this ideal cannot be fully realised."

As regards the question of undergraduate instruction in the University, the committee adopted the following resolution: "While there must be subjects more appropriately taught in a central institution, the University should in general regard undergraduate work as of a temporary character and as supplementary to the work of colleges."

The committee had devoted considerable energy and time to study separately the needs of each Board of Higher Studies both with regard to the papers to be taught under each subject and the number and class of teachers required to deal properly with them. The results of their study were embodied in the detailed recommendations made in respect of each Board. We need not go into the details of these recommendations. There was sharp difference of opinion between the majority of the members of the committee and a minority of four members whose note of dissent has been referred to above. Fully conscious of the financial impediments in the way of expansion of the activities of the post-graduate department, and majority made no attempt to enlarge them, while the minority liked to see them curtailed and went even to the length of recommending the deletion of some important subjects.

The majority fully appreciated the loyal services rendered by the existing teachers of the post-graduate department in the midst of the most unfavourable circumstances. They recognized that many of them had advanced the bounds of knowledge in their respective subjects by patient research in spite of the constant feeling that the sword of Damocles was hanging on their heads and had thereby advanced the reputation of this University in India and abroad. The majority, therefore, kept in view the question of security of service and sought to minimize individual hardship as far as practicable. They had also paid due attention to the need for comparative leisure for teachers to carry on original investigations. Nevertheless the recommendations of the majority meant the immediate abolition, in some form or other of about forty posts and they expected that eleven more cuts might be possible within the next two years. The financial implications of the adoption of the recommendations of the majority for the next five years were calculated as follows: In 1925-26 there would be a deficit of Rs. 2,49,000, in 1926-27 of Rs. 2,50,000, in 1927-28 of Rs. 2,71,000, in 1928-29 of Rs. 2,96,000 and in 1929-30 of Rs. 3,21,000.

Lytton in the course of his address at the annual Convocation on 21 February, 1925, referred to the task before the Post-Graduate Re-organization Committee which was then sitting, in the following words:

"I am well aware that its labours have been Herculean. . . . I must not try to anticipate the findings of that committee But . . . I should like to stress what appears to me to be the essential necessities of the position. First, all avoidable waste must be eliminated. Secondly, nothing must be allowed in any way to impair the importance of the department as a centre of advanced teaching and research ; thirdly, the Colleges should be associated as much as possible in advanced work, not merely in the interests of economy, but in the interest of the intellectual life of the Colleges themselves."

The Chancellor then assured the Senate:

"The Government will give you whatever financial assistance may be necessary to secure the permanence of this important department of the University. We have made a tentative provision of two lakhs of rupees in this year's budget and as soon as your essential needs have been ascertained and agreed upon, we hope to be able to fix a suitable annual grant."

In making their recommendations the majority had strictly adhered to the line of action laid down by the Chancellor. The Chancellor had promised two lakhs. Their recommendations involved only Rs. 50,000 more for the first two years rising to one lakh and twenty-one thousand in the fifth year of the implementation of the recommendations in excess of the Chancellor's promise of Rupees two lakhs.

The minority expressed surprise that the majority "calmly contemplated an increase of expenditure". They argued that the majority had stereotyped the existing arrangement to a large extent, that appointments for a period of five years on grade had been recommended in far too many cases, that some departments were not of such value as to warrant their continuance as separate departments, and that some departments as proposed by the majority were over-staffed as the number of lectures that ought to be delivered might have been calculated at a lower figure. They made their own recommendations as to the number of teachers which each Board should have and showed that the adoption of their scheme would lead to a reduction of the expenditure of the post-graduate department in Arts alone by Rs. 43,584 per annum.

Pramathanath Banerjee who had acted as the Secretary of the committee moved the adoption of the majority report in the Senate on 16 May, 1925. He said in course of his speech, "the Senate must realize the incontrovertible proposition that the University must be supported by contributions from public funds and such funds must be given liberally so that they might be commensurate with the great object that they will have in view." He warned the Senate that its vote would "decide once for all the fate of the infant department of study and research in the premier University of India"; the life's work of a great educational reformer would "vanish into the limbo of the past", and beseeched that august body to "think wisely, think well, think not for the moment but for the years to come".

The Senate deliberated for five days from 16 May to 21 May, before passing the majority report, 35 voting for and 5 against. At these meetings sat the most distinguished men of the province in those days and the debate rose to a very high level. A number of resolutions were tabled for deferring the considera-

tion of the report, for reduction in the number of posts of lecturers and for the abolition of the departments of Pali, Anthropology, Experimental Psychology and Comparative Philology. The majority of the Senate, however, "thought wisely" and "thought of the years to come" and the post-graduate departments were saved.

A copy of the report of the Post-Graduate Reorganization Committee was then forwarded to the Government with the request for a recurring grant of Rupees three lakhs in order to enable the University to carry on post-graduate work. The story of how the Government agreed to meet the University demand in full is best told in the words of Lytton himself. Addressing the University Convocation on 20 February, 1926, the Chancellor said:

" . . . the Government hesitated and questioned. Conferences and correspondence continued up to the end of the year. Then came complete silence, which was broken only yesterday when the Hon'ble Finance Minister announced in the Legislative Council the complete surrender of the Government and the provision in the year's budget for the full University demand! How was it that the signal victory was at last accomplished? Ladies and gentlemen, I will tell you how it was done. I will give you a peep behind the scenes. I will reveal to you an important State secret. As the Chancellor of the University I secured the assistance of the Hon'ble Member-in-charge of Education and together we went in deputation to the Governor and the Finance Member—the two most important and stubborn members of the Government. I think these two must have a double dose of the original sin shared by their colleagues. When we got there we pointed out to them that the people of Bengal expected the Government to contribute towards a permanent memorial to Sir Asutosh Mookerjee. We argued that the best memorial they could erect was the stabilisation of the department which represented his life's work; we further explained that the differences between them and the University was merely a matter of arithmetic, and we urged them not to spoil the effects of a generous act by a petty squabble about insignificant details. We argued with them for a long time; at first the task seemed hopeless, but at last we warmed their cold hearts, we widened their poor narrow little minds and we won from them a grudging consent! In order to make our victory quite sure we then went—all four of us—the Chancellor, the Governor, the Education Member and the Finance Member—and tackled the other three members of the Government, whom we overpowered by force of numbers! The result is, gentlemen, that if the University

figures prove to be correct, we shall receive three lakhs of rupees ; if not, we shall receive three lakhs of rupees, less the amount by which our estimates of income are found to be in defect of the actual receipts."

THE UNIVERSITY ORGANISATION COMMITTEE

The settlement with the Government was for a period of five years. This period was due to end on 31 May, 1930. If any grant was to be included in the Government budget for 1930-31, proposals should reach the Government by the end of April 1929, so that the Government might have sufficient time to consider them. Accordingly on 8 December, 1928, the Senate appointed a committee "to report on the present condition—academic, administrative and general,—and the future progress of the Post-Graduate department of the University, and its relationship to the general work of the University and the colleges, together with the financial questions connected therewith, with a view to securing the most efficient and economical organisation". Vice-Chancellor Urquhart was appointed Chairman of the committee and Syamaprasad Mookerjee and Professor J. N. Mukherjee, its Secretaries.

The terms of reference of this committee were more comprehensive than those of the committee of 1924. The committee of 1924 went only into the requirements of the post-graduate department. As a result, the Government had taken into their calculation the income of the University as a whole, but with regard to the expenditure they had taken into consideration only the post-graduate department and had not provided for expansion in other departments. In order that the interests of the University might be considered as a whole, the terms of reference of the committee of 1928 included an enquiry into the general working of the University along with the special case for the post-graduate department. The committee held as many as seventy-six sittings in order to prepare its report which was placed before the Senate on 22 March, 1930. The tremendous labours which the committee had to undergo for the preparation of this report is best described in the words of the Vice-Chancellor :

"Their patience was at times completely exhausted, but they returned to the task with surprising renewals of vigour, and were

able, faint yet pursuing, to hold no fewer than 76 meetings, greatly assisted by the indefatigable labours of the two Secretaries, Mr. S. P. Mookerjee and Professor J. N. Mukherjee."

The committee was of opinion that post-graduate work at the M.A. or M.Sc. stage could not be completely confined to specialization and research. The post-graduate courses at this stage should be to a large extent advanced courses of study treated by the lecture method. "The aim of the M.A. and M.Sc. courses," they said:

"is to enable a student to acquire not only an adequate knowledge of an advanced character of the fundamentals of the main branches included in his subject of study, but also a specialised detailed knowledge of one particular branch at least, so that he may be in a position to pursue independent investigations after taking his M.A. or M.Sc. degree."

The committee, therefore, recommended the division of each course of studies into compulsory and optional branches.

"Ordinarily a course of studies should consist of six foundation or compulsory papers, and alternatives should be allowed in the remaining papers requiring detailed and specialised knowledge. It should not be considered necessary, nor may it be possible to teach all possible optional groups by the lecture method. Full provision for lectures should be made for those major optional groups that can usefully be studied here, but for others it may be sufficient to arrange for personal guidance by competent members of the staff."

In order to find out the staff necessary and desirable for a particular department the committee had to decide as to what would be the number of hours of work per week for each category of teachers. The committee was aware that it would not be desirable to apply the number literally, and they were only applicable as an average.

"The work will, we expect, be arranged so as to meet the convenience of all teachers. Those specially interested in research and producing results of value should be given every facility and encouragement, while those whose interests may be more specially directed towards teaching should be given a greater part in the teaching activities of the Department."

'The committee recommended that there should be four grades of teachers in the University—professors, readers,

lecturers and assistant lecturers or demonstrators. In addition there should be a certain number of post-graduate Fellowships.

The committee studied the staff requirements of every department on the basis of the principles laid down above. In some departments their calculations led to a slight diminution of staff, while in others they resulted in an increase of staff. Two new departments of Applied Physics and Applied Chemistry were to be created by separating them from Pure Physics and Pure Chemistry respectively. A special Selection Committee was to be set up for each department to consider the work and qualifications of all members of the staff and to recommend to the Senate for permanent appointment such whole-time teachers whose work was found satisfactory, provided they did not exceed the number recommended by the committee for that department. Part-time lecturers for each department, in accordance with the number proposed by the committee, were also to be appointed by the Senate on the recommendation of the special Selection Committee. The services of those whole-time teachers whose re-appointment the special Selection Committee would not be able to recommend were to be terminated on 31 May, 1931.

The committee then made their recommendations as to the scales of pay for the different categories of teachers, their age of retirement and the manner of their appointment. They also drew up leave rules for the teachers as well as provident fund rules for University employees. The committee recommended to the Senate the amounts that were required immediately by the University College of Science and its various departments as capital grants and also determined the sums which each science department would require as its normal expenditure for research and for equipments and working expenses.

Discussing the general administrative system of the University the committee emphasized the need for co-ordination among the different bodies in the University and for a centralized control. On the post-graduate side they recommended the appointment of a Head for each department who would be responsible for carrying out the policy of the University within the department and for ensuring efficient working. They also recommended a change in the constitution of the Executive Committee. Other recommendations of the committee included proposals for reorganization of the University offices, setting up

of a Finance Committee in addition to the existing Board of Accounts, amalgamation of the libraries in the Darbhanga Building and the Asutosh Building, the location of the library on the second floor of the Darbhanga Building, addition of a fourth storey to the Asutosh Building, removal of the University Press to a better site, and the appointment of a Director of Physical Education to inspect arrangements made in educational institutions for imparting physical instruction, to organize a series of lectures on laws of health for the benefit of students and to train qualified graduates as instructors in institutions affiliated to the University.

Referring to the report of the committee at the Convocation held in February, 1930, Vice-Chancellor Urquhart said :

"The necessity for economy was never far from the mind of any one of us, but we were also of opinion that efficiency is of even greater importance and that, if due regard is to be had to this, involving fairness of treatment to the members of our staff, and if we are to be properly appreciative of the traditions and present opportunities of our University, the total expenditure cannot be diminished and may even have to be slightly increased. . . . I am aware that the University is taking a heavy responsibility in suggesting this further inroad upon the resources which are available for the educational needs of the province, and if I thought that the suggestion arose from a disregard of other educational necessities or was made with a view to perpetuating inefficiency and extravagance or even in order to maintain the *status quo* simply for the sake of maintaining it, I personally would have nothing to do with advocating this generosity But I think that taking a view of the whole situation, there is abundant justification even for increased expenditure . . ."

The report of the University Organisation Committee was debated upon in the Senate between 22 March and 15 April, 1930. Many amendments were tabled and discussed. It was the first occasion when the consideration of a single matter by the Senate had taken such a length of time and one member who had been in the Senate for a good many years, remarked during the concluding speeches that he had not "witnessed a scene so full of grandeur".

The Syndicate then proceeded to work out the financial implications of the report as accepted by the Senate in order that it might approach the Government for suitable recurring and non-recurring grants. On 21 July, 1930, the University

made an application to the Government for an annual recurring grant of Rupees six lakhs and sixty-six thousand for the different departments of the University including the post-graduate departments of Arts and Science. The University also asked for non-recurring grants to meet various liabilities, one of the most important being the payment of compensation to those teachers whose services the University would not be in a position to continue as a result of retrenchment proposed in the scheme of reorganization.

At the same time the Syndicate appointed a committee to consider what changes were necessary in the regulations in view of the recommendations of the University Organisation Committee. The necessary changes in the regulations proposed by the Syndicate on the recommendation of the committee were accepted by the Senate on 10 January, 1931, with some amendments.

As regards their appeal to the Government for financial assistance to implement the report of the Organisation Committee, the University did not receive a reply before March, 1931, when they were told that the Government were "unable to accept as satisfactory the University's proposals in their present form". Correspondences and conferences followed and ultimately in March, 1932, the Government agreed to make a grant of Rs. 4,50,000 for 1931-32 and Rs. 3,60,000 during succeeding years on the following among other conditions:

"(i) that if in any year the University's income in the Fee fund on the existing basis exceeded rupees eleven lakhs and seventy-two thousand, the Government grant would be reduced by half the surplus of the income over that figure, and (ii) that until the Government agreed, no increments in the new scales of pay should be allowed."

ADVANCED STUDY AND RESEARCH

The above narrative must have given the reader an idea of the tremendous difficulties through which the post-graduate department had to pass before it was established on a firm and permanent footing at the end of the period under review. Yet, the fact remains that the years 1924 to 1934 represent a most active period of the post-graduate departments.

Men whose names could be conjured with held the University Professorships during this period. A devoted band of teachers pledged to the University's motto of Advancement of Learning served the post-graduate departments in Arts and Science regardless of the uncertain tenure of their posts and contributed immensely to the advancement of knowledge in their respective subjects.

The affairs of the post-graduate department in Science were guided by the eminent physician and scientist Nilratan Sircar. No less a person than Praphullachandra Ray was the Palit Professor of Chemistry. A band of young chemists continued to receive his guidance and to be inspired by his great example. Bireschandra Guha who now holds the Chair of Applied Chemistry was one of his promising young pupils of the time. Prafullachandra Mitra was the Ghose Professor of Chemistry, Hemendrakumar Sen, the Ghose Professor of Applied Chemistry, and Jnanendranath Mukherjee, the Khaira Professor of Chemistry. Professor Mitra worked on natural products, terpenes and terpenoids. Professor Sen published papers on synthesis of compounds of the quinoline group, synthetic fuel, carbonization of coal and on industrial alcohol, and Professor Mukherjee on the behaviour of colloids and on certain aspects of soil science. One of the young scholars who worked under Professor Mukherjee was Bhupendranath Ghosh, now Palit Professor of Chemistry.

The Palit Professor of Physics was C. V. Raman who during this period established his reputation as one of the foremost scientists of the world. He was elected a Fellow of the Royal Society in 1924. His investigations on the molecular scattering of light culminated in his discovery in 1928, of what is known as the *Raman Effect*, for which he received a Nobel Prize in 1930. The Ghose Professor of Physics was Debendramohan Bose who made valuable contributions to the theory of magnetism. Sisirkumar Mitra, who has distinguished himself as the pioneer of radio research in India and for his contributions to the knowledge of the ionosphere, held the Khaira Chair of Physics. Phanindranath Ghosh who held the Ghose Chair of Applied Physics and as such largely contributed to build up that department, worked on spectroscopy. His successor Purnachandra Mahanti made copious contributions to the subject during this period.

The eminent mathematician Ganesh Prasad held the Hardinge Chair in Pure Mathematics and another well-known scholar Syamadas Mukherjee, the professorship of Pure Mathematics. Among his distinguished colleagues were Haridas Bagchi who worked on the theory of plane curves, S. M. Ganguli who worked on the geometry of hyperspaces and H. P. Banerjee who worked on the theory of functions.

The Chair in Applied Mathematics was held by Nikhilranjan Sen who worked during this period on the theory of relativity. Nripendranath Sen and Suddhodan Ghosh, lecturers in the department, made substantial contributions to hydrodynamics, and Bratisankar Roy another lecturer published his work on quantum mechanics of the top.

Professor S. P. Agarkar held the Ghose Chair in Botany and P. Brühl, an eminent German scholar, was the University Professor of Botany up to the year 1928. Two young researchers who received inspiration from them were Jatischandra Sengupta and Kalipada Biswas who are now well-known botanists.

Basantakumar Das who was University Professor of Zoology from 1926 to 1931 stimulated considerable research in that subject. Himadrikumar Mookerjee, who was then assistant lecturer in the department and subsequently became the University Professor of Zoology, made important contributions to comparative embryology and another assistant lecturer Harendranath Ray, who is now the leader of a school of protozoology, worked on the bionomics and systematics of parasitic protozoa.

The post-graduate department of Physiology enjoyed the service of that great teacher Subodhchandra Mahalanobis. Among the other teachers were Upendranath Brahmachari, the discoverer of *Urea Stibamine*, Bijalibehari Sarkar, the present University Professor of Physiology who worked on the effects of indigenous drugs on blood, Narendramohan Bose who worked on blood and circulation and Parimalbikas Sen who worked on diabetes.

The study of Anthropology in India which was still in its infant stage received considerable impetus from the activities of that department of the University. Indian Anthropology owes a deep debt of gratitude to Ramaprasad Chanda, the author of *Indo-Aryan Races*, and L. K. Ananta Krishna Iyer. His *Lectures*

on *Ethnography* was published in 1925. Panchanan Mitra studied prehistoric anthropology and published his *Prehistoric India* in 1937. Anathnath Chatterji studied physical anthropology and Tarakchandra Das and T. C. Raychaudhuri made valuable contributions to social anthropology.

It was on the initiative of the staff of the Psychology department that the *Indian Journal of Psychology* was started in 1926. Narendranath Sengupta, Girindrasekhar Bose and Suhritchandra Mitra wrote on various aspects of psychology.

Useful work was being done also in the department of Geology where Hemchandra Dasgupta worked on paleontology and Saratlal Biswas on crystallography. Nirmalnath Chatterjee who is now the University Professor of Geology carried on research on coal, the results of which were published in the *Journal of the Geological, Mining and Metallurgical Society of India* which was started mainly on the initiative of the teachers of the department, in 1924.

Between 1924 and 1934 the Council of Post-Graduate Teaching in Arts was presided over successively by Nilratan Sircar (1924-27), Professor Sarvepalli Radhakrishnan (1927-29 and 1930), Professor Pramathanath Banerjea (1929 and 1931), Professor Hiralal Halder (1933) and Syamaprasad Mookerjee (1934). Abanindranath Tagore was the Bagiswari Professor of Fine Arts. Henry Stephen and Jaygopal Banerjee served as Head of the department of English. They along with Herambachandra Maitra and Praphullachandra Ghosh who were then, as before, lecturers in the post-graduate department rank among the most famous of our teachers of English. I. J. S. Taraporewala and Suniti Kumar Chatterji carried on study and research in comparative philology. Professor Chatterji's *Origin and Development of the Bengali Language* was published in 1926 and Taraporewala's *Introduction to the Science of Language* in 1928. Bijoychandra Majumdar was a lecturer in this department. He is also known for his contributions to Bengali and Oriya philology.

Sarvepalli Radhakrishnan who was appointed George V Professor of Philosophy in 1921 in place of Brajendranath Seal, continued to serve the post-graduate department till 1941. It was during the period under review that many of his great works were published. The first volume of his *Indian Philosophy* came

out in 1923 and the second in 1927. His *Philosophy of the Upanishads* came out in 1924, *The Hindu View of Life* in 1927, *The Religion We Need* in 1928, *Kalki or The Future of Civilization* in 1929 and *An Idealistic View of Life* in 1932. Hiralal Halder, well-known for his works on Hegel, was the University Professor of Mental and Moral Philosophy from 1921 to 1931 and also became George V Professor.

Dineschandra Sen was in charge of the department of Indian Vernaculars from 1925 to 1932. During this period he edited the *Eastern Bengal Ballads*. Among other teachers in the department were Basantaranjan Ray, Vidvadbhallabh, the discoverer of Chandidasa's *Srikrishna-kirtana*, and Sasankamohan Sen well-known for his poems and books on criticism and Charuchandra Bandyopadhyay, the novelist. Priyaranjan Sen worked on Western influence on Bengali literature.

It was during this period again that Pramanathanath Banerjee, Minto Professor of Economics from 1919 to 1935, published three of his well-known books on public finance in India and Jitendraprasad Niyogi, now University Professor of Economics, his book on the *Evolution of Indian Income Tax*. Satischandra Ghosh wrote on railway economics, Prafullachandra Ghosh on the theory of profits and Jogischandra Sinha on economic history of Bengal.

To perpetuate the memory of Asutosh Mookerjee, three Professorships were founded during this period. Sanction of the Government to the creation of Chairs in Sanskrit and in Islamic Culture was received in 1926. A Professorship in Mediaeval and Modern Indian History was sanctioned in 1930. The first holder of this Chair was Surendranath Sen, who subsequently became the Director of the National Archives of India and then the Vice-Chancellor of Delhi University. Professor Sen's special work during this period was on the administrative and military history of the Marathas. Some of his other works, *Historical Records at Goa* and *Foreign Biographies of Sivaji* were also brought out during this period. Indubhusan Banerjee worked on the history of the Sikhs and Narayanchandra Banerjee on economic life in ancient India and the development of Hindu polity. A. P. Das Gupta worked on the British period of Indian history and N. C. Roy on the separation of executive and judiciary in British India.

Bhagabatkumar Goswami was the first to hold the Asutosh Chair in Sanskrit in 1929 and filled that post till 1934. The department of Sanskrit included well-known scholars like Gurucharan Tarkadarsantirtha, Krishnacharan Tarkalankar, N. S. Anantakrishna Sastri, Sitaram Sastri, Pashupati Sastri, Asutosh Sastri, Prabhatkumar Chakraborti and Satkari Mookerjee.

The Asutosh Professor of Islamic Culture was Muhammed Zubair Siddiqui, an Arabic scholar of repute. The study of Persian received impetus from Muhammed Ishaque who worked on modern Persian poetry. Two volumes on *Islamic Civilisation* were published by S. Khuda Bukhsh in 1929 and 1930.

The study of ancient Indian history and culture was naturally considered by this University as one of its most important duties. An M.A. degree in Ancient Indian History and Culture was instituted in 1919. The subject was then under the department of History. In 1932 a separate department of Ancient Indian History and Culture was constituted with a full contingent of staff of its own headed by the Carmichael Professor of Ancient Indian History and Culture. This Chair was held by D. R. Bhandarkar from 1927 to 1936. During the period under review Bhandarkar published his book on Asoka. Hemchandra Raychaudhuri, who later became Carmichael Professor, published an enlarged edition of his learned work, *Political History of Ancient India* and another work entitled *Studies in Indian Antiquities*. Probodhchandra Bagchi, the well-known sinologue, who later became Vice-Chancellor of the Visva-Bharati University worked on Buddhist canonical texts in Chinese. Benoychandra Sen, another lecturer in the department, worked on the inscriptions of Bengal and published his *Studies in the Buddhist Jatakas*. Jitendranath Banerjee, now Carmichael Professor, worked on Hindu iconography and Hemchandra Ray published his *Dynastic History of Northern India*. It was during this period that attention of historians was drawn to the importance of the study of the history and culture of south-east Asia by such workers as Kalidas Nag and Niharranjan Ray, Dr. U. N. Ghoshal published, among other things, three very significant works on *Hindu Revenue System*, *Agrarian System of Ancient India* and *Hindu Political Theories*.

The department of Pali was placed in charge of Benimadhab

Barua, in 1924, after the death of Satischandra Vidyabhusan. A Professorship in Pali was created in 1930 and Benimadhab Barua was raised to the status of a professor. During this period Professor Barua published his books on *Bharhut Inscriptions* and *the Brahmi Inscriptions in the Udaygiri and Khandagiri Caves*. Nalinaksha Datta, now Professor of Pali, made important contributions to the study of different aspects of Theravada and Mahayana Buddhism.

The account given above, though sufficiently imposing is really inadequate as a complete description of the remarkable productivity of the post-graduate department during the period. A full account of the activities of all the teachers and research assistants would fill many pages and cannot be undertaken here. Indeed, it was a most active and fruitful period of advanced study and research in the University.

REVISION OF THE MATRICULATION REGULATIONS

In the period under review the revised Matriculation Regulations which were passed in final form in 1935 were in the process of making. The special features of these revised regulations, which brought about a revolution in the educational system of Bengal and Assam, were the acceptance of the vernacular as the medium of instruction and examination, the inclusion of Elementary Scientific Knowledge as a subject in the Matriculation course and the attempt to give a practical bias to school education by insistence on training in some craft in high schools.

The idea of the vernacular as the medium of instruction had been discussed within the walls of the University since the Vice-Chancellorship of Gooroodas Banerjee. The question of its introduction into our educational system was gone into by the University Commission presided over by Michael Sadler. The Commission reported that "the use of the English medium is at present excessive in the Secondary Schools to the detriment both of the pupils' education and of the rational use of both media and that a substantial change should be made and that it would probably be desirable as a rule to use the vernacular as the medium throughout the Secondary Schools for all subjects other than English and Mathematics".

In 1921, Asutosh Mookerjee as Vice-Chancellor convened a conference of the head masters of high schools in Bengal and Assam to discuss the organization of the courses of studies for the Matriculation Examination of Calcutta University. The conference was held on 7 May, 1921, at the Senate House under the presidentship of Asutosh Mookerjee and was attended by four hundred and six head masters.

Among the resolutions adopted there was one that the vernacular should be the medium of instruction in the high schools in all subjects other than English. Another conference was then held at the Darbhanga Buildings of the representatives of the managing committees and guardians of boys reading in high schools which upheld the views of the head masters. Thereupon the Syndicate referred the matter to a joint meeting of the Faculties of Arts and Science and the joint Faculties prepared a draft copy of the new regulations which they proposed. These draft regulations provided that "instruction and examination in all subjects other than English shall be conducted in the Vernacular, provided that the Syndicate may, in special cases make exception to this rule or postpone its operation for a prescribed time."

The new Matriculation Regulations as prepared by the Faculties of Arts and Science were passed by the Senate on 7 July, 1922 and were then forwarded to the Government for approval. The Government did not send their reply to the University before August, 1924. This was because the introduction of a Secondary Education Bill was in contemplation and the Government had thought that far reaching issues such as had been raised by the revised regulations should be passed on for decision to the Secondary Education Board as soon as it would be created. The establishment of the Board having been delayed the Government now thought that it would not be proper to withhold further an expression of their views on the proposals of the University. The revised regulations had abolished the age restriction for admission to the Matriculation Examination. The Government was of opinion that such a restriction was essential and a candidate must be at least fifteen years of age on the first day of the month in which the examination was held. The proposed regulations had made it compulsory that instruction and examination in all subjects other than English would

be conducted in the vernacular except in special cases exempted by the Syndicate from the operation of this rule. The Government of Bengal was in general sympathy with the objects of the University. They were willing to co-operate with the University in bringing about the change desired in a gradual manner, but they were unwilling to invest the University with powers which would enable it to refuse recognition to schools continuing to use English as medium. They stated :

“The Government of Assam consider that the University’s sole concern in the issue is whether students applying for admission are fit for a course of University studies, and that it is scarcely the province of the Syndicate of the University to direct one school to teach in one language and another school in another. The Government of Bengal are not prepared to deny the University a *locus standi* in this matter ; so long as the University is the agency entrusted with the conduct of the Matriculation Examination, it cannot but exercise a general control over the Secondary School system which must inevitably give it a voice in this connection . . . The Government of Assam are clearly not prepared to abdicate to the University their right to decide this very important issue, which is likely to assume political importance in that province, while in regard to schools directly maintained or aided by the Government of Bengal, this Government are unable to divest themselves of the right to decide in each individual case how the instruction in the schools concerned should be carried on. With regard to the non-aided schools, Government are less directly concerned. In view, however, of the fact that circumstances in each school will vary widely, and that very careful examination of the conditions prevailing in each school will be essential, it seems undesirable to place the University in a position to impose by a stroke of the pen a change, which, however educationally desirable, it may be, is likely to be met with considerable opposition in many quarters and to cause great political embarrassment to Government.”

The Government suggested to the University that it should take steps to frame a regulation to the effect that candidates at the Matriculation should have the *option* of writing their answers either in English or in their own vernacular, except in Mathematics and English.

“Should the University agree to this, the Government of Bengal may be relied upon by the University to take up in earnest the question of the vernacularisation of the teaching and examinations in its own or its aided schools, and when it has been assured

by experiment that the change can be safely made, to throw its whole weight on the side of the desired reform, except in those special cases where circumstances would render it impolitic or impracticable."

According to the draft regulations the four compulsory subjects were to be (i) Vernaculars (ii) English (iii) Mathematics and (iv) Geography. With this the Government was in agreement. But the regulations assigned three papers to the Vernacular and two papers to English. The Government felt that there should be an equal number of papers in English and in Vernaculars and the danger of a lowering of the standard of English should be guarded against. The Government approved the list of optional subjects but suggested the deletion of "such other subjects as may be prescribed from time to time by the Senate" on the ground that "ultimate authority over the subjects to be taken in Matriculation Examination should be retained in the hands of Government, not necessarily permanently, but until such time as the authority which controls the final examination of the high schools is more representative of the interests involved . . . than it is at present". The proposed regulations contained the proviso that no one will be allowed to obtain a degree in Arts unless he has at some stage passed a university examination in a classical language. The Government requested the University to reconsider this clause. The Senate was to determine from time to time a list of recognised Vernaculars. If the Vernacular of a candidate was a language not included in this list he was to take up three other papers as prescribed in the regulations in lieu of the three papers on Vernacular. This arrangement, Government pointed out, was unduly severe on students belonging to the backward races and made the examination more difficult for them than for the forward races. According to the proposed regulations candidates for the Matriculation Examination were to produce a certificate that they had received training under an approved teacher in one of the following subjects: (i) Agriculture and Gardening, (ii) Carpentry (iii) Smithy (iv) Type-writing (v) Book-keeping (vi) Shorthand (vii) Spinning and Weaving (viii) Tailoring (ix) Music (x) Domestic Economy (xi) Telegraphy (xii) Motor Engineering. It is interesting to note the reaction of the Government to this proposal in view of the modern ideas of

reorientation of education. The Secretary to the Government of Bengal in the Education Department wrote:

"... it is the function of the secondary schools to lay the foundation of a sound general education, and they consider it would be disastrous if the schools were to any great extent diverted by false ideas of their function from a task which most of them even now perform utterly inadequately. A high school in which the course ends at sixteen years of age is essentially not the place where boys should be trained to be tailors, typists, carpenters or motor engineers. This instruction should be given in special institutions, *e.g.*, polytechnics, to be entered at the close of the School course."

The Government was prepared to include the element of manual training in the educational course:

"They desire, however, to make it quite clear that in their opinion it will have value, not as practical training for a vocation, but as adding interest and variety to the school course, and as rendering the work of the school a more complete and all round moulding of the various activities of body and mind. A training in the practical use of the hands has real value as an element in the school course, provided it is given no more than its proper place in the curriculum, while it has the additional advantage that it at least turns the thoughts of the boy towards the possibility that a living may be procurable through a gate other than that of the normal University course."

The draft regulations provided that in order to pass the Matriculation Examination a candidate must obtain 36 per cent. of the total marks in vernacular, 46 per cent. of total marks in English, and in each of the other papers 30 per cent. of the total marks and 36 per cent. of the total marks in the aggregate. Candidates securing 60 per cent. of the marks in the aggregate were to be placed in the first division and those obtaining 45 per cent. of the marks in the second division. The Government refused to accept these sections of the regulations as they thought they needed further discussion. They stated that these regulations failed even to maintain the existing standards and suggested that a candidate should get 70 per cent. of the marks in order to be placed in the first division and the percentage of marks required for a third division should not be lowered.

The Government invited the University to depute a representative to confer with the two Directors of Public Instruction in Bengal and Assam and a Moslem representative selected by

the University with a view to drawing up a set of new regulations to which all parties to the discussion could agree.

The Senate referred the reply of the Government to a committee with the Vice-Chancellor as Chairman, and asked for an early report (27 Sept., 1924). The report of this committee was adopted by the Senate on 8 August, 1925. The committee upheld the claims of the University to be vested with the authority of exempting schools from the operation of the rule relating to instruction in the Vernacular. They adhered to the decision that there should be no restriction as to the age for admission to the Matriculation Examination. They were also unable to accept the proposal of the Government to give up the clause that a student must pass an examination in a classical language before he can be given the B.A. degree. Under the proposals now put forward by the committee Bengali, Urdu, Assamese, Oriya and Hindi were classed as major vernacular languages to which two papers were assigned and Khasi, Garo, Manipuri, Nepali were described as minor vernacular languages with one paper assigned. History was added as a compulsory subject, thus increasing the number of compulsory subjects to five.

On 21 March, 1926, representatives of the University met representatives of the Education Departments of the Governments of Bengal and Assam at a conference at Government House. In order to meet the anxiety of the Government to see that the standard of English did not deteriorate, a committee was appointed immediately thereafter to consider the steps that might be taken to improve the teaching of English. This committee recommended raising of pass marks in English to 40 per cent. of the aggregate. They also suggested that marks for the two papers in English should be raised from 200 to 300, 150 marks being allotted to texts and 150 marks to translation and composition. They further made their suggestions regarding the qualifications which a certain number of teachers should have in high schools in order to ensure proper teaching of English. The Syndicate then took steps to revise the regulations on the lines of the report adopted by the Senate on 8 August, 1925 and placed the new proposals before the Senate on 26 June, 1926.

The revised Matriculation Regulations as adopted by the

Senate on 26 June, 1926, were forwarded to the Government for necessary sanction. The Government in their letter of 14 January, 1927, desired that the limits of the subjects included in the Matriculation course should be defined.

The Syndicate accordingly requested the different Boards of Studies to draw up the detailed syllabus in each subject. The reports of the different Boards of Studies were placed before the Syndicate in December, 1929 when a committee was appointed to consider the reports and to draft regulations based thereon. The report of this committee was placed before the Syndicate on 21 January, 1931, when it was referred to a joint meeting of the Faculties of Arts and Science. The joint meeting considered the regulations and the syllabi on 14 March, 1931. The matter was then considered by the Syndicate again in September 1931. On 19 December, 1931, the Syndicate placed the new Matriculation Regulations together with the syllabi in different subjects before the Senate for adoption. The Senate referred the draft regulations to a committee of eleven members for examination and report. In moving for reference to this committee Syamaprasad Mookerjee pointed out that these regulations were originally drafted ten years ago. There were some important questions involved about which there was difference of opinion among members of the Senate and also other people outside the University. There was anxiety in people's minds about the future of the classical languages as a subject of study in the University. Then there was the question of the vernacular as the medium of instruction. Again for the first time in its history the University was going to introduce science subjects in the Matriculation course. These were matters which could not be discussed effectively at a meeting of the Senate and should be first considered by a committee.

The report of this committee was presented to the Senate on 28 June, 1932. As a number of amendments had been tabled Syamaprasad Mookerjee proposed that the committee might be asked to express their views on the amendments and the matter should come up before the next meeting of the Senate.

This interval was utilized by the committee to meet a number of times during which they received deputations from important bodies including those which represented the interests of girls.

The result was that the committee revised its report and presented a new one before the Senate on 23 July, 1932.

There were to be three papers in English instead of two as accepted by the Senate in 1926. A classical language was now included in the list of compulsory subjects, but candidates could take up a European language other than English or an Indian vernacular other than the language taken up as their vernacular language. Candidates whose mother tongue was not one of the major vernaculars were to take up in lieu of the two major vernacular papers, any two subjects from the list of additional subjects. Elementary Science was to be regarded as a compulsory subject five years after the date on which the first examination was held and in the meanwhile it could be taken up as one of the additional subjects. While girls were not to be debarred from taking any of the subjects open to boys, they were given separate subjects like Sewing and Needlework, and Music and Domestic Science. In Mathematics, only Arithmetic was made compulsory for them and they could avoid Algebra and Geometry if they liked. The demand that provision should be made for physical training of students was met by inclusion of a clause that head masters should certify that candidates had taken a course of physical training. To meet the wishes of the Government the provision in the draft that "instruction and examination in all subjects other than English shall be conducted in the vernaculars" was deleted and in the chapter of the regulations dealing with the recognition of schools a clause was inserted that "vernaculars shall be the medium of instruction in all subjects other than English" while a modified provision was made that "unless otherwise provided answer papers in all subjects other than English and other European languages shall be written in one or other of the major vernaculars".

Appealing for the acceptance of this report, Syamaprasad Mookerjee said:

"These Regulations have been long overdue. We trust that the good effects which we hope will emanate from their introduction will be to the lasting benefit of our province. Let us recall today the great idealism which was behind the scheme when it was first brought forward in 1921 and let us declare that the time has come to bring this long and heated controversy to an end . . . Let us not falter, but let us go forward, looking ahead to the time when our mother tongue will be the medium not only of our

Matriculation Examination but also of the highest examinations in this University."

The report was discussed in the Senate for three days and was passed with some amendments on 13 August, 1932.

Throughout these deliberations we notice the emergence of Syamaprasad Mookerjee as the leading guide in the affairs of the University. Devaprasad Sarvadhikary, one of the former Vice-Chancellors, offering congratulations to those who were responsible for piloting these regulations through, specially mentioned Syamaprasad Mookerjee for his efforts in this connection. Vice-Chancellor Hassan Suhrawardy congratulating Syamaprasad Mookerjee said :

"We know that Mr. Mookerjee is very much in the picture now-a-days and he makes things hum. But for him these Regulations would not have been passed today and we are very grateful to him for what he has done. I think he himself will derive great pleasure from the fact that he is carrying on the good work started by his father, the late Sir Asutosh Mookerjee. It must be a matter of pride to him."

Three more years passed by before the new Matriculation Regulations could receive the final sanction of the Government. They again came up for discussion before the Senate in February 1935 and as amended further by the Senate received the approval of the Government in June, 1935.

It is worthwhile noting that these regulations which are still in force for the School Final Examination under the Secondary Board in West Bengal and for the Matriculation Examination of the Gauhati University, were the fruits of careful deliberations spread over a period of fourteen years. It brought about a revolution in the system of secondary education in Bengal and Assam. The great work which had been started by Asutosh Mookerjee in 1921 of introducing the vernacular as the medium of instruction and examination was completed eleven years after his death by his successors.

PROPOSALS FOR A SECONDARY EDUCATION BOARD

The creation of a Board of Secondary Education had been recommended by the Sadler Commission as a part of their scheme for the reconstruction of the University. The Commission visualized an independent Board which would take over the

supervision of secondary schools and intermediate classes and conduct the Matriculation and Intermediate Examinations. These reforms could be given effect to only if the Government was ready to provide the necessary financial assistance.

On 13 July, 1921, the following resolution was adopted by the Bengal Legislative Council:

"The Council recommends to the Government that the formation of a Board of Education for the superintendence of secondary schools, general and vocational, be carried out without delay and that the said Board be so constituted as to be representative of the various interests and communities concerned, with a non-official majority and that, if necessary, legislation be undertaken for carrying out the above objects."

This resolution was forwarded by the Government to the University whereupon the University asked the Government to furnish it with information on the following points: (i) whether compensation would be paid to the University for loss of income, (ii) how, when and on what principle and by which body the compensation would be determined, (iii) how and in what proportion the University would be represented on the Board.

On 13 January, 1923, the Chancellor forwarded the draft of a Secondary Education Bill to the Vice-Chancellor. In this Bill it was proposed to place the Board under the absolute control of the Government. The University could not approve of such a Bill and a series of conferences between representatives of the University and the Government followed. At the third conference held in April, 1925, the Government submitted a revised draft of the Secondary Education Bill. The University was asked to let the Government have an idea of the compensation that would be required for the financial loss that might be incurred on account of the creation of the Secondary Board. The question of compensation was considered by a sub-committee of the Syndicate. The sub-committee calculated that the loss entailed would amount to Rs. 4,30,537. "In arriving at the above figure", they said:

"we have not taken into account the fact that there is a normal progressive increase in the number of candidates at these examinations and, therefore, the receipts side will go on increasing; nor have we taken into consideration the fact that although we have made a proportionate deduction in the establishment cost, in actual practice, a large bulk of the staff so proposed to be

reduced will have to be retained because only a very few of the staff are engaged exclusively for the Matriculation and Intermediate Examinations."

A reply to this effect was sent to the Government on 18 April, 1925.

On 2 September, 1925, the University sent to the Government its own proposals for a Board. Whilst the Government Bill sought to establish a Board to deal with both secondary and intermediate education, the proposals put forward by the University related to the establishment of a Board to deal only with secondary education. The University explained that they

"are not unmindful that the recommendations of the Calcutta University Commission involve the ultimate separation of the Intermediate classes in the colleges from the post-Intermediate classes and they are decidedly of opinion that this separation is advisable provided funds and other circumstances permit. They think, however, that until such separation can be carried through it is undesirable that there should be two controlling authorities over the colleges, one a Board controlling Intermediate classes and the other the University directly controlling the post-Intermediate classes".

The proposed Board was to be appointed by the Senate and was to be under its control. It was to direct and supervise education in all secondary schools in Bengal except those controlled by the Dacca Secondary Board. It was to have no authority over the secondary schools of Assam or of any Indian State unless the Government of Assam or the State or States concerned desired to bring their schools under its jurisdiction. The Board was to arrange for inspection of schools under its jurisdiction either by inspectors appointed by itself or by inspectors placed at its disposal by the Government. It was to grant recognition to schools for the purpose of sending up candidates for the Matriculation Examination, but this examination was to be conducted by the University.

In reply to the above proposals the Government made some counter-suggestions on 15 March, 1926, and forwarded a revised draft of a Secondary Education Bill.

On 22 April, 1926, a fourth conference was held between the representatives of the University and the Governments of Bengal and Assam. After this conference, Government approached the University with a new proposal. The Bill sent to the University

in April, 1925 had dealt both with secondary and intermediate education. It had taken away the Matriculation Examination from the hands of the University. Again there were provisions which made the Board dependent on the Government. The proposals of 1926 went a long way to meet the stand taken by the University. The University was to prescribe the necessary standards and text-books for the Matriculation Examination and to realise the Matriculation fees and conduct the Matriculation Examination. The Board was to be an independent body and the Government would interfere only if the Board outstepped its powers or refused to function. The Board was to have powers of supervision of education in secondary schools, powers to give recognition to institutions as qualified to present candidates for the Matriculation and Intermediate Examinations and to appoint and control its own inspecting staff.

These proposals were placed before the Senate on 21 May, 1926. A committee of nineteen members was appointed to report on the proposals. Devaprasad Sarvadhikary was to act as Chairman and Ramaprasad Mookerjee as Secretary of the committee. The report of this committee dated 18 July, 1926, was discussed in the Senate on 7 August, 1926. There was a majority report signed by twelve members of the committee, a separate note by Pramathanath Banerjee who was a signatory of the majority report, a minority report signed by six members and an additional note to the minority report by two of them.

The majority pointed out the various difficulties in the way of including the intermediate classes within the jurisdiction of the Board in the manner proposed by the Government. The strongest objection would be the dual control of education at the intermediate stage by the Board and the University. They were, therefore, of opinion that the Board should have authority over the schools only. They agreed that the Board should have its own inspectorate. They were in favour of retaining the three functions of recognition of schools, fixing the curriculum and of holding of examinations under one and the same authority. The Government had already accepted the view that the Matriculation Examination should remain under the University. Therefore there was no other course left than to give the Senate general control over the Board and thus retain under the same authority all the three functions referred to above. "If a foreign

body with legislative powers were to be created with an executive of its own it would be costly and it would be a long time before public support and confidence could be spoken for it". While the proposed Board was to be under the general control of the Senate enough scope was also given to the Government to control the deliberations of the Board. "As the financial assistance must be largely, in fact almost entirely from the Government for final sanction, the Government will have abundant power to control, certainly to influence the deliberations of the proposed Board."

The Senate adopted the majority report. The views of the University were then communicated to the Government. The observations of the Government on the report adopted by the Senate were communicated to the University in their letter of 5 July, 1927.

In the meanwhile, the Government had appointed two of its officers, J. R. Barrow and M. P. West, to report on the working of the Board of Intermediate and Secondary Education, Dacca. They had recommended that Bengal should have two Boards. Their report also was now forwarded to the University.

The Syndicate took both the above letter and the report into consideration and on 25 August, 1928, Syamaprasad Mookerjee moved in the Senate that a letter on the following lines be sent to the Government:

- (1) The Secondary Board proposed to be created, should confine itself to the high schools only.
- (2) There should be one Board of Secondary Education (school) for the whole of Bengal.

The proposed Board should include representatives of the Dacca University and of other interests, as recommended by the Senate, and a majority of the members should be elected non-officials.

- (3) The Government should make a permanent block grant to the Board at the beginning of each year.

- (4) The distribution of the grants-in-aid should be subject to the general directions from the Government.

- (5) The inspecting agency should be under the control of the Board.

- (6) Intermediate classes should not be started outside the limits of Dacca University, in more than a few schools, but in

select areas only, and with the approval of Calcutta University, and the supervision and control of intermediate education should vest with Calcutta University as at present.

(7) So long as the present University Act is in force, the regulations governing the action of the Board should be subject to the approval of the Senate of Calcutta University and confirmation by the Government, as in the case of all regulations of the University.

However, since a Secondary Education Bill was almost ready, the Senate decided to postpone sending its views to the Government until it could know the contents of this Bill. The matter was therefore, referred back to the Syndicate with the direction that it might be taken up when the Syndicate was in a position to know what the proposals of the Government were. A letter was thereupon addressed to the Government enquiring if any Secondary Education Bill had been drafted by the Government and if so requesting that a copy of the same might be forwarded to the University for its consideration. On 2 October, 1928, the Government informed the University that a draft Secondary Education Bill was under preparation and would be forwarded to the University in due course.

This draft Bill was placed before the Senate on 25 January, 1929, when the Senate appointed a committee to consider the Bill. According to this Bill there was to be one Board in Bengal to direct, supervise and control secondary education in Bengal. It was to determine the conditions to be complied with by high schools in Bengal desiring recognition for the purpose of sending up candidates for the Matriculation Examination and to grant recognition to or withdraw recognition from such schools. The control over the Matriculation Examination, the courses of study and the text-books to be prescribed remained with the University as the Government had agreed to in their letter to the University in July, 1928. Intermediate education was also not touched as the Government had agreed with the University that the stage had not been reached when the scheme proposed by the Sadler Commission with regard to the intermediate classes could be put into practice. But in some other respects the Bill was unacceptable to the University. The University and the Government had agreed that though the Board was an independent body it should be closely associated with the University. The Bill provided for

representation of the University on the Board but otherwise made the Board subject to the rigid control of the Government. The President was to be a permanent salaried officer appointed by the Government. The inspecting, clerical and subordinate staff attached to the Board were to be the employees of the local Government. The Government was given full financial control over the Board. If in the opinion of the Government any resolution or order of the Board, was in excess of the powers conferred on it the Government could stop the carrying out of such order or execution of such resolution. If the Government was not satisfied with the work of the Board or considered its policy prejudicial to the interest of the province, the Board might be reconstituted.

The Bill together with the report of the University Committee on it was discussed in the Senate on 23 February, 9 March and 4 May, 1929. The Bengal Secondary Education Bill as revised by the Senate was then sent back to the Government.

After this the proposals appear to have been put in cold storage until they were brought out again in 1937.

THE UNIVERSITY AND THE SECONDARY SCHOOLS

Among other matters affecting the schools which occupied the attention of the University during these years were the preparation of a code to ensure the security of tenure of teachers in non-Government schools and the improvement of pay and prospects of teachers in those schools.

On 20 February, 1925, the Syndicate considered a letter from the Director of Public Instruction, Bengal urging the University to insist upon the introduction of a system of written contracts for teachers in non-Government schools as a condition of the recognition of these schools and to take steps for the creation of an Arbitration Board of the kind recommended by the Sadler Commission. The Director pointed out that in the case of schools aided by the Government this was a check on the action of managing committees in the matter of dismissal of teachers as the grant-in-aid rules required the appointment and dismissal of every teacher to be notified to the department which might enquire into any case of dismissal. In unaided schools, however, the managing committee was the principal authority in

the appointment and dismissal of teachers and it was easy for them to dismiss a teacher on frivolous grounds as teachers were generally appointed without any written contract. The Syndicate referred the matter to a committee consisting of the Vice-Chancellor, Nilratan Sircar, E. F. Oaten, W. S. Urquhart, H. E. Stapleton, Pramathanath Banerjee and Syamaprasad Mookerjee. The report of this committee was considered by the Syndicate, on 17 July, 1925, when it resolved:

“That a Code be prepared dealing with (i) establishment of Arbitration Boards at the head quarters of every division and if possible of every district; (ii) preparation of model written contracts; (iii) rules regulating and defining the powers of the managing committee; (iv) a possible second appeal to the University from the decision of the Arbitration Boards.”

Rules framed along these lines by the above committee were considered by the Syndicate and a School Code was prepared for the management of non-Government high schools.

In the meanwhile, on 1 May, 1925, the Syndicate had adopted a set of rules which were to be observed by schools which were provisionally recognised and by those which would apply for recognition in future. These rules fixed the minimum salary that could be paid to head masters, head pandits, maulavis and to Matriculate teachers of high schools, and also made it a condition of recognition that each school should have a Provident Fund to which a teacher would contribute a portion of his salary, the schools contributing the same amount.

The University was fully alive to the importance of raising the salaries of the school teachers. Since this meant also the raising of tuition fees which again would hamper the progress of education, the University had to proceed with caution.

Another important step taken by the University to ensure the efficient management of the high schools under its control, was the setting up of the School Committee. On the motion of Pramathanath Banerjee, the Syndicate resolved on 31 July, 1925, that all questions relating to schools were to be referred to a School Committee. The committee was to meet ordinarily once a week and its proceedings were to be subject to confirmation or revision by the Syndicate. In actual practice, however, the Syndicate rarely revised the decisions of the School Committee.

The total number of secondary schools in 1924 was 938. In

1932 the number was 1,209. The number of candidates for the Matriculation Examination however did not show a corresponding increase. In 1924, 18,421 candidates sat for the Matriculation Examination while 19,081 appeared at the same examination in 1932.

PROPOSALS FOR RECONSTITUTION OF THE SENATE

The question of reconstitution of the Senate was brought up more than once during the period under review.

On 4 July, 1921, the Bengal Legislative Council on the motion of Jatindramohan Basu, a non-official member of the Bengal Legislative Council, adopted the following resolution:

"This Council recommends to Government that steps be taken to effect the following changes in the Calcutta University, namely:

- (a) that at least 80 per cent. of the Fellows of the University should be elected ;
- (b) that all persons who have taken the degree of Doctor and Master in any Faculty and those who have graduated in any Faculty not less than seven years before the date of election, shall be entitled to elect eighty per cent. of the Fellows ;
- (c) that no fee whatsoever be charged from any graduate who is entitled to take part in such election".

In August, 1922, the Secretary to the Government of Bengal, Education Department, forwarded the above resolution to the University and wrote, "it is now necessary to undertake certain preliminary work in case circumstances enable Government to contemplate legislation in the near future". The opinion of the University was invited regarding the constitution that should be given to the Senate in such reconstruction.

A committee with Asutosh Mookerjee, Vice-Chancellor, as Chairman, was thereupon appointed by the Senate to examine the proposed change. The report of this committee was considered by the Senate on 11 November, 1922. The committee pointed out that the resolution as accepted by the council did not give any indication as to the powers and duties of the Senate under the proposed constitution. The democratic principle should not be adopted in constituting the Senate so long as it continued to bear its dual character as the supreme governing

body and the body that discharged the academic functions of the University. The Sadler Commission had recommended that the reconstituted University should possess a Court and an Academic Council. While the Court should represent every important element in the public opinion of the areas specially served by the University, the Academic Council should be constituted by academic elements only. The committee was of opinion that serious effort should be made to reconstitute the University along these lines. It would be "a fatal mistake to attempt to reconstitute the University with one supreme governing body which is to satisfy the requirements of the democratic principle and is also to discharge the academic functions of a great teaching and examining University".

It had become common knowledge that since writing to the University, the Government had prepared a Bill for the reconstitution of the Senate and that its provisions differed in vital respects from the proposals of the Sadler Commission. It was, therefore, decided to ask the Government to state the exact position of the matter and to place the Senate in possession of the plan for reconstruction.

In February, 1923, the Government forwarded to the University two Bills, one framed by Surendranath Mallik who subsequently became a member of the Council of the Secretary of State for India, in England and the other by Jatindramohan Basu, members of the Bengal Legislative Council. No useful purpose will be served by examining the provisions of these two Bills which sought to bring the University under the heels of an alien Government. The committee appointed by the Senate to report on the Bills, observed:

"It is, we think, not unreasonable to urge that the recommendations of the [Sadler] Commission should not, as regards Calcutta, be summarily discarded in favour of fragmentary legislation which is not only of very doubtful value, but may in the end seriously prejudice the cause of educational development. It is a curious feature of these schemes for the reform of the University that they have found expression in the same or similar objectionable proposals; we do not speculate as to whether these attempts at emendation are due to accidental coincidence or are traceable to a common archetype."

The Government invited the University to send their representatives to a conference on 20 August, 1923, which pro-

posed that a University Committee should be appointed to prepare details so as to meet the wishes of the University. This committee appointed on 29 September, 1923, consisted of Bhupendranath Basu, Vice-Chancellor, as Chairman and Pramathanath Banerjee as its Secretary.

Conferences and correspondence with the Government on the subject of University legislation continued through the years 1924 to 1927, but the talks during this period centred round the proposals for the creation of a Board of Secondary Education. Plans for the reconstitution of the Senate came up again in 1928 when two Bills, one proposed by Pramathanath Banerjee, Professor of Economics and the other by Manmathanath Ray, Professor, University Law College, both members of the Bengal Legislative Council, were placed before the Senate on 10 January, 1928. The object of the Bills was to reconstitute the Senate along democratic lines and to give the University a constitution which would enable it to perform its functions independent of outside control. The report of the committee appointed to consider these Bills was discussed in the Senate on 4 February, 1928. The Senate recommended:

“We are of opinion that the reorganisation of the Calcutta University on the lines of the Sadler Commission Report, so far as they are practicable, can alone serve the best interests of the University.

In the meantime we approve of the principle of the election of a larger proportion of the Senate in the place of nomination.

We consider that remodelling of the Senate on lines suggested below will secure its academic efficiency and the due discharge of its present functions, which are not proposed to be altered by the Bills.

We are of opinion that early steps should be taken to bring about the other necessary reforms in the University, specially the creation of a Board of Secondary Education.

In our opinion the Senate ought to be reconstituted on the following lines:

The Senate should consist of 160 members to be elected or nominated as hereunder:

(a) At least one-fourth of the Senate should be elected by the registered teachers (including tutors and demonstrators) of all affiliated colleges.

(b) At least one-fourth should be elected by the registered graduates of at least seven years' standing.

- (c) One-tenth should be elected by the learned societies and important public bodies.
- (d) One-fifth should be elected by the University Professors, lecturers and Principals of first grade colleges.
- (e) One-tenth should be elected by the teachers in the high schools under the University.
- (f) One-tenth to be nominated by the Government."

After this the Government of Bengal engaged W. A. Jenkins of the Education Department who subsequently became Vice-Chancellor of Dacca University, described by Urquhart as the "universal provider of educational contrivances" to prepare a Bill for the reorganization and reconstitution of Calcutta University. The draft Bill prepared by Jenkins was placed before the Senate on 23 February, 1929 whereupon the Senate appointed a committee to submit a report by 31 May, 1929. As most of the members of the committee were busy with the work of the University Organisation Committee of which they were also members, they were unable to place their report before the Senate earlier than 20 December, 1930 when its consideration was postponed. The report came up again for discussion before the Senate on 7 March, 1931. As many as two hundred amendments were tabled, but the majority of the members of the Senate were unwilling to take the trouble of debating on them as they felt that in view of the impending changes in the Ministry no useful purpose would be served by discussing Jenkins' Bill or matters arising out of it and the report was referred back to the committee. The matter was thus shelved.

THE AFFILIATED COLLEGES

The Calcutta University had forty-six affiliated colleges in 1924. In 1932 this number went up to fifty-six. The total number of college students in 1932 was, however, less than the same for 1924. The colleges had survived the Non-Co-operation Movement but the finances of the non-Government colleges were in a very bad way. Jadunath Sarkar addressing the Convocation as Vice-Chancellor in 1928, described the condition of the private colleges thus, "... while their expenditure has increased through their having undertaken to teach many new subjects ... their income has declined by reason of the

economic distress prevailing in the country and the consequent fall in the vast numbers which a few years ago used to enter for the degree courses in Arts or Science." He suggested that the colleges should seek to reduce their expenditure by inter-collegiate co-operation.

The total help which the non-Government colleges received annually from the Government amounted to Rs. 1,29,000. This amount was distributed through the University specially for the purpose of equipments. The amount was regularly sanctioned by the Government up to the financial year 1929-30. On 29 November, 1930, a letter from the Government stating that "owing to financial stringency" it might be necessary for the Government to withhold the grant of Rs. 1,29,000 to private colleges for the session 1930-31, was placed before the Senate. The Senate urged the Government to sanction payment of the grant as "the withholding of the grant would very seriously affect the colleges". The Government then took up the plea that the recommendations of the Syndicate regarding the distribution of the grant for 1930-31 had been received too late and that they were not satisfied that the grant if sanctioned so late in the year would be disbursed by the colleges within the session, and on these grounds withheld payment of the grant for the year 1930-31. In the year 1931-32 the Government reduced the grant to half the original sum by sanctioning only Rs. 64,400.

While the University was fully conscious of the undesirability of leaving the affiliated colleges in financial want, it could do nothing to help them. The University Organisation Committee which reported in September, 1929, stated the position in the following words:

"It is clear to us, however, that finance is one of the main factors adversely affecting the majority of the affiliated colleges. The University is at present receiving considerable income from the examination fees of students who come into the Colleges and we feel that it would help considerably in establishing a greater unity of purpose and effort, if the University were enabled materially to assist the Colleges by financial help. The University is not in a position to do this at present, but we feel that it is incumbent upon us strongly to recommend to Government that they should investigate the question of financial assistance to the affiliated Colleges, so that a more equitable system of distribution of grants to the Government and non-Government Colleges than is at present in vogue should, if possible, be introduced.

Until it is possible to pay the teachers of the affiliated colleges higher salaries than they receive at present and to organise more efficiently healthy corporate activities amongst the students outside their regular academic work, there is little chance of material improvement in the standards attained in the ordinary degree examinations."

On 15 May, 1931, the Syndicate wrote to the Government drawing its attention to the above recommendations of the University Organisation Committee and pointed out:

"The efficiency with which undergraduate teaching is conducted in the affiliated colleges must naturally react on the post-graduate courses. Apart from its effect on post-graduate work, the present system of collegiate education needs considerable modifications in order to render it really useful even to those who do not go up to the M.A. stage. It is well-known that, for financial stringency, the colleges generally are prevented from carrying into effect such improvements as would tend to increase their efficiency. The Vice-Chancellor and Syndicate . . . strongly feel that they should at least urge upon Government the desirability of introducing necessary alterations in the present system of distribution of grants out of the provincial revenue to Government and non-Government colleges."

The University requested the Government to investigate at an early date the question of financial assistance to colleges and offered its co-operation in the preparation of an improved scheme. These suggestions, however, fell on deaf ears.

THE UNIVERSITY AND THE GENERAL MEDICAL COUNCIL

A new threat to the rights of the University to manage its own affairs made its appearance from an unexpected direction in 1924. The Executive Committee of the General Medical Council of the United Kingdom decided at its meeting on 28 July, 1924, that the recognition by the Council of the medical degrees of Calcutta University would cease on 30 November, 1924.

The University of Calcutta had experienced no difficulty in 1893 in getting its medical licences and degrees recognised by the General Council of Medical Education and Registration of the United Kingdom so that the holders of the same might have their names entered in the colonial register and acquire the right of practising in the United Kingdom or any other country to

which the provisions of the British Medical Act of 1866 had been extended. Calcutta University had forwarded to the General Medical Council a copy of their rules and regulations for conducting Medical Examinations. A scrutiny of these rules and regulations was considered enough and no question was raised either of inspection of the Medical Colleges under this University or of the examinations conducted by it.

Until 1920 the recognition continued without interference. In that year the General Medical Council demanded that the standard of teaching in Midwifery should be raised and unless it was done before 1922, recognition would terminate. The University made necessary changes, in conformity with the requirements of the General Medical Council. But this did not satisfy the authorities in England, who sent Sir Norman Walker to visit the Indian Universities and to report on the teaching in Midwifery. Dr. Walker recommended the recognition of this University for one year. This recognition was to continue beyond that period in case a satisfactory report on the teaching in Midwifery in this University was received from an official inspector approved by the Council. Colonel R. A. Needham who was appointed official inspector on behalf of the Council, put forth the novel proposal of inspecting the coming M.B. Examinations of June, 1924. The Syndicate resented this unexpected and unprecedented claim to interference and observed that it was not usual to grant permission of this character. The General Medical Council retaliated by withdrawing its recognition of the medical degrees of the University with effect from 30 November, 1924.

Calcutta University wanted to spare the medical graduates further inconvenience and decided to yield. The regulations relating to the courses of study and the rules for the conduct of the examinations were revised on the lines suggested by the British Medical Council and its representatives were permitted to inspect the conduct of the M.B. Examination of November, 1926. The General Medical Council after considering their reports resolved:

“that in the event of the University making its new Regulations immediately applicable to existing students of the first, second, third and fourth years, the Council would be prepared, on receipt of a satisfactory report on the conduct of the first Final Examina-

tion held under the new regulations, to consider an application for the recognition of the degrees of the Calcutta University”.

Calcutta University decided to give effect to the new regulations from April, 1928, and transitory provisions were adopted in order that the existing students of the second, third, fourth and fifth years, might be examined under the new regulations in 1928 (21 September, 1927).

The M.B. Examinations of Calcutta University held in the summer of 1928, were visited by Lieutenant-Colonel J. W. D. Megaw, the Inspector appointed by the Government of India on behalf of the General Medical Council, and on his report the Council at its meeting on 23 July, 1928, adopted the following resolution:

“That the degree of M.B. of the University of Calcutta obtained after May 12, 1928, under the new Regulations, be recognised until July 31, 1929, subject to the receipt before July 1, 1929 by the Council of a satisfactory report by an Inspector or Inspectors appointed by the Government of India and approved by the Council on a Final examination under the new Regulations held in the academic year 1928-29.”

The Final M.B. Examination of December, 1928, was inspected by Colonel Bradfield as representative of the General Medical Council. The General Medical Council however did not ask for inspection of the examination held in the summer of 1929. On 12 August, 1929, the Council informed the Calcutta University that its recognition had been extended to February, 1930, not only on the strength of Bradfield's report but also on the assurance received from the Government of India that a Commissioner of Medical qualifications and standards would be appointed.

The proposal for the appointment of a permanent Commissioner of Medical Qualifications and Standards was being discussed for some time past between the General Medical Council, the Secretary of State for India and the Government of India. The General Medical Council in advocating such an appointment had stated that “the only satisfactory solution to the difficulties of inspection of Medical Colleges and qualifying examinations of Indian Universities, until an All-India Medical Council is constituted, is the appointment of a whole-time Commissioner of Medical Qualifications and Standards by the Indian Govern-

ment". The Government of India and the local Government had agreed to the creation of a post of whole-time Commissioner of Medical Qualifications and Standards on a temporary footing and Colonel Needham had been appointed by the Government of India to the post.

The matter then came up before the Legislative Assembly of India (25 September, 1929). As the session of the Assembly came to a close while the debate on the question was in progress, the demand for a grant in this connection was not passed. In consequence, the Government of India had to cancel its appointment of Colonel Needham. The General Medical Council was annoyed and wrote to the Under-Secretary of State for India :

"Unless prompt steps are taken to authorise the Commissioner to proceed to India as arranged so as to be in a position to furnish the Executive Committee with reports and thus enable them to come to some decision in February, the position in regard to the recognition of Indian degrees will be similar to that occupied by Calcutta in 1924. . . . The responsibility for this grave result will lie with the Indian authorities." (9 October, 1929).

At this stage the Government of India directed the local Governments to ask the universities to consider whether arrangements should not be made for inspection of the M.B. Examinations of November and December, 1929, by an outside officer as had been recently done, pending further consideration of the appointment of a whole-time Commissioner. Calcutta University with the approval of the Government of Bengal appointed Lieutenant-Colonel A. H. Proctor to enquire into and report to the Syndicate on the coming M.B. Examinations. When Proctor's report was received and considered by the Syndicate, it ordered that a copy of the report be forwarded to the General Medical Council with the request that the recognition of the Calcutta medical degrees be continued (7 March, 1930).

In the meanwhile an Inter-University Conference had been held at Delhi. This conference proposed the creation at an early date of an All-India Medical Council. It suggested that pending the creation of such a Council the Government of India should as a temporary measure appoint immediately an All-India Medical Board for determining and supervising the medical qualifications and standards in Indian universities. It depre-

cated the appointment of a Commissioner of Medical Qualifications and Standards as being opposed to the best interests of medical education in India.

On 24 February, 1930, the Executive Committee of the General Medical Council decided that, in the absence of any authoritative report, the conditional recognition granted to the medical degrees of the Indian universities had lapsed. It also decided that it could not accept as satisfactory the proposal made by the Government of India to appoint an All-India Medical Board of a temporary nature. The receipt of the copy of Proctor's report sent by Calcutta University with a request for continuance of recognition did not induce them to alter their decision (April, 1930).

In 1933, the All-India Medical Council was set up by an Act of the Indian Legislature. This body was vested with the powers of supervision over the courses and examinations for the medical degrees of the Indian universities. On 7 June, 1937, the President of the General Medical Council of the United Kingdom informed the President of the Indian Medical Council that the medical qualifications granted by Calcutta University on or after 16 October, 1936, had been recognized.

Thus ended a most unhappy episode in the history of this University.

It is pleasant to recall that Calcutta University did not have to suffer the same kind of humiliation when a similar claim was made some years earlier by an outside body for enquiry into its standard of examination for purposes of recognition. In 1919, the University of London had asked for question papers and sample answer scripts at the Matriculation Examination of this University in connection with the recognition of its Matriculation Examination. Though Calcutta University had regretted its inability to comply, London did not press for compliance.

CHAPTER EIGHT

RECENT DEVELOPMENTS: 1935-56

THE year 1935 is significant in the history of the University. Syamaprasad Mookerjee who became Vice-Chancellor in August 1934, took up the helm of the vessel which his illustrious father Asutosh Mookerjee had fitted and launched on its historic voyage. Next year Bengali was made the vehicle of secondary education and steps were taken to standardize Bengali spelling and to collect and coin Bengali words for production of scientific and technical literature in Bengali. The Matriculation syllabus was revised so as to include Science, Geography and Domestic Science. Training of school teachers was taken up in earnest and a new department was opened for the purpose. The Central Library of the University was shifted from the Darbhanga Building to the newly built third floor of the Asutosh Building to accommodate the swelling number of books and readers; its working was re-organised on modern scientific methods and Niharranjan Ray, a post-graduate teacher, was sent abroad for advanced training in library organisation and administration before he could be placed in charge of the entire University Library system. The University Foundation Day was instituted for building up a corporate life in the University and for bringing it nearer the nation. The work of expansion and re-organization was taken up in several other directions as well. New grounds were broken in advanced studies and research. Secondary and higher education were brought into the heart of the country-side through a rapid extension of schools and colleges.

But before any consolidation could be reached the Second World War broke out and the next ten years that followed were taken up by the War and its aftermath, a most devastating famine in Calcutta and the adjoining districts, an intensely active national struggle for independence, communal tension of a very dangerously explosive character which violently disturbed the peace of Calcutta and led eventually to the partitioning of the province of Bengal and loss of human life on a mass scale, an

inflated economy that all but paralysed the middle class which was the mainstay of the University and its affiliated institutions, and finally the independence of the country from foreign yoke. All these could not but have their inevitable repercussions on the University and the student community of Bengal which is one of the most socially and politically conscious in India. The partition of Bengal in the wake of independence, which resulted in mass immigration of practically the entire community of middle class Hindus from what is now called East Pakistan, a process that has not yet seen its end, put a heavy strain on the resources of the University and its institutions, and there was a time when it seemed that the whole educational structure of the State would be thrown out of gear. Not only the University lost, almost overnight, nearly two-thirds of its schools and colleges, but its own house too suffered threats of dislocation. And no sooner had it absorbed the shocks than it was obliged to lose its over-all control over the structure of secondary education of the State. The Secondary Education Act of 1951 took away all the secondary schools and the Matriculation Examination and placed them in the hands of the Board of Secondary Education, West Bengal. The establishment of Gauhati University in 1948 had already deprived the University of its hold on the schools and colleges of Assam.

Stabilization of the finances and administration of the University and democratization of its constitution had been an old and persistent cry, and a time came when it could no longer be postponed. Meanwhile, not long after the independence of the country, the Government of India had appointed an Indian Universities Commission with Sarvepalli Radhakrishnan as Chairman and their report was already before the country. A new Act, the Calcutta University Act of 1950, was passed by the State Legislature, which was given effect to in 1954.

This, in brief, is the outline of the story of the University during the two decades under review. The more important items may now be gone into one by one.

EDUCATION STRIKES ROOT

University education imparted through the medium of English, was like an exotic plant having no roots in the soil. It was framed for the purpose of grafting Western arts and letters

and for manning the administrative machinery run by a foreign bureaucracy. This, of course, had its indirect blessings. The impact of Western culture fertilized India's intellectual soil and the result was a rich harvest in the various branches of the humanities and the sciences. But education became the exclusive privilege of the few and the masses remained completely untouched by it. In his famous despatch on educational policy which eventually led to the Indian Universities Act of 1857, Macaulay dreamt of creating a body of highly educated men "who would . . . refine the vernacular dialects of the country and by enriching them with the terms of science, borrowed from the nomenclature of the West, render them, by degree, fit vehicles for carrying knowledge to the great mass of the population".

This dream was never realized. For the average learner, English was a difficult hurdle. He spent the best part of his energy in grappling with the foreign tongue and even then, had no mastery over it. It was felt that the medium of English was responsible for a colossal loss of youthful energy and that the loss was not compensated by the gain. Accordingly, the Sadler Commission recommended the maximum use of the vernacular as medium of instruction.

But it was not easy to cut old moorings. In 1935, after weary years of arguments and counter-arguments, the first positive step was taken in this direction. Bengali was made the medium of examination and instruction up to the Matriculation. The new regulations took effect from the examination held in 1940.

Consequent on this revolutionary change further measures had to follow. There was need of suitable text-books in Bengali. Text-books, again, had the need of standardized spelling and technical words on scientific subjects which found place in the curriculum. Two committees of experts were appointed for the purpose. Within a few years the *Paribhasha* Committee compiled a series of glossaries of Bengali words on the various sciences and the *Rules of Bengali Spelling* which went through several editions. The two doyens of Bengali literature, Rabindranath Tagore and Saratchandra Chatterjee, accepted the spellings standardized by the committee and followed them in their writings.

As the next appropriate step, in 1937, Vice-Chancellor Syama-

prasad Mookerjee sponsored a scheme of publishing a series of books in Bengali on the different arts and sciences. Co-operation was invited from eminent writers in Bengali and the response was warm. Within a few years the University Press brought out a number of Bengali booklets written by competent authors on various branches of learning.

In 1937, the Vice-Chancellor, supported by no less a person than Rabindranath Tagore, vigorously pleaded for carrying Bengali beyond the portals of the schools. But the hope was not to be fulfilled during his tenure of office. • Ten years later, C. Rajagopalacharia, the first Indian Chancellor of the University made the same plea in his Convocation Address, for making the mother tongue the medium of higher education. Next year, in 1948, during the Vice-Chancellorship of Pramathanath Banerjee, the long-standing case for Bengali obtained further response. Examinees in I.A., I.Sc., B.A. and B.Sc. (Pass), and B.Com. were given the option to write answers in Bengali in all subjects except the language papers.

Meanwhile, thanks to the untiring zeal of the Vice-Chancellor, Bengali was placed on its high pedestal in the "Hall of Learning". In 1937, the Ph.D. degree was awarded on a thesis written in Bengali. For the first time, the Convocation was addressed in Bengali by the invitee who was no other than Rabindranath Tagore who gave a mild admonition for tardy and partial acceptance of the mother tongue as the vehicle of education.

The opponents of rapid vernacularization had their fears which later events have partly justified. One of the effects of the innovation has been the deterioration of the standard of English. The process is likely to be hastened as vernacularization will go upwards and further, if recent attempts to make Hindi a compulsory language leads to success. In 1952, leading educationists and Vice-Chancellors, including the Vice-Chancellor of Calcutta University, Sambhunath Banerjee, in an open letter addressed to the Union Education Ministry, gave a timely warning against the precipitate replacement of English by Hindi.

TRAINING OF TEACHERS

Along with the change of medium and revision of curriculum, the standard of school teaching had to be improved. The

teachers' task was a highly scientific job and few of them were trained for the purpose.

In 1934, there were only two institutions for teachers' training, *viz.*, (1) the David Hare Training College which turned out about 65 teachers every year trained up to B.T., and (2) the Loreto House whose annual outturn was about twenty women teachers trained up to L.T. The average was 3 teachers for 4 schools. Only about 2,000 out of 15,000 teachers in schools had training. With the complete reorientation of instruction and syllabus for the Matriculation Examination the need for trained teachers for secondary schools became a matter of immediate urgency.

In 1935, the University opened the Teachers' Training Department and started with a vacation course and a shorter training course than B.T. From 1937, under this department, special arrangement was made for training teachers in science and geography. In 1938, Teachers' Training Certificate Examinations were started in General Subjects, in Science and in Geography. In 1939, the B.T. regulations were revised to suit the new Matriculation syllabus and were co-ordinated with the courses of the Teachers' Training Certificate Examination. Modern Indian Languages, Science and Geography were given their due place in the B.T. syllabus.

During the years 1938-42, about 2,500 teachers obtained Teachers' Training certificates in different courses and nearly 1,200 obtained the B.T. degree. This gives some idea of the improvement made within four years in the quality of teaching in about 1,600 schools of Bengal.

STUDIES AND CURRICULA

In recent years the University came to provide an ever-increasing variety of subjects in undergraduate and post-graduate courses to suit different tastes and aptitudes and to meet the increasing demands of a growing society. Expansion of the faculties and the curricula are shown by the rising figures of different examinations. In 1933, the number of examinations was thirty; in 1943 it rose to thirty-seven, and ten years later, in 1953, to sixty-four. Along with the diversification of curricula there was also a perceptible diversion from academic to profes-

sional studies, and students were drawn in increasing numbers to medical and engineering colleges.

In 1935, the same year in which vernacular was made the medium of instruction, the Matriculation syllabus was changed to include Elementary Science and to provide for an alternative course of studies for girl students in Domestic Science. Teaching of these subjects was started from class VIII in 1939 and the first examination in them was held in 1943. Age restriction for the Matriculation Examination was withdrawn. Side by side with Elementary Science, Geography, a subject of growing importance, found a prominent place in pre- and post-Matriculation studies. In 1937, a special Geography course was adopted for teachers' training. Next year, the subject was introduced from Matriculation up to the graduate courses. A syllabus was drawn up for post-graduate study which took effect from 1941.

New courses of study and examination for undergraduate and post-graduate diplomas, were also instituted.

In 1936, were introduced examinations and certificates in Military studies. Classes for the commissioned rank of the Indian Air Force were started in 1944, in the University College of Science and Technology with the help and sanction of the Government of India, and a three months' intensive course with fifty students was instituted.

In 1945, a diploma course in Librarianship was opened under the supervision of the senior staff of the University Central Library. In the same year was adopted another diploma course in Journalism, but classes were not actually started before the session of 1950-51.

In 1945, a diploma course in Soap Technology was instituted under the department of Applied Chemistry. Four years later, in 1949, diploma courses were adopted in Town and Regional Planning and in Dietetics.

Certain important changes were made, by way of revision and expansion of the Intermediate and Degree courses. For example, in 1936, practical tests in science subjects were introduced in the Intermediate Examination. Anthropology found a place in the Intermediate, and Aeronautics in the B.E. courses. Practical training in Astronomy became part of B.A. and B.Sc. Honours in Mathematics. The following year saw the reduc-

tion of the M.B. course from six to five years; following the practices of other Indian Universities and the inclusion of Experimental Psychology in the B.Sc. syllabus. In 1938, Bengali, Hindi and Urdu were given the status of subjects in the B.A. Honours, and Assamese in B.A. Pass. In the following year Degree courses were introduced in Metallurgy, and in Architecture. In 1940, Statistics became a subject in B.A. and B.Sc. Pass and Honours and in M.A. and M.Sc. In 1947 the curricula in Engineering was radically changed to suit new requirements of planning and was re-organized into four branches, *viz.*, Electrical, Mechanical, Civil and Metallurgical. Two years later Nursing was introduced in Intermediate and Degree courses to be conducted by the Nursing Council. In 1951 were introduced B.Sc. and M.Sc. courses in Technology; in the following year a Degree course was initiated in Dental Surgery.

Compartmental system was introduced in the Intermediate, B.A., B.Sc. and B.Com. Examinations in 1943. Six years later, in 1949, the system was introduced in the First and Final M.B. Examinations as well.

The expansion of post-graduate studies in academic and professional subjects is equally evident, not only from the increasing number of teachers and students but also from the expansion of existing courses of studies and initiation of new ones. Thus, in 1933, Arabic, Persian, Hindi and Urdu became principal subjects for the M.A. Examination. In 1939, the Indian Vernaculars were thoroughly reconstituted into Modern Indian Languages course for the M.A. Examination, and a fresh impetus was given to their study as well as to that of Comparative Philology. In 1940, Islamic History and Culture was added to the list of post-graduate studies in the Humanities. The University of Calcutta was thus the first in India to open a separate department for higher Islamic studies. The same year, Statistics and Geography, both essential subjects for social and economic planning, became subjects for the M.A. and M.Sc. Examinations. In 1946, Commerce was introduced as a separate and autonomous course. Political Science, hitherto incorporated in Political Economy and Political Philosophy, became separate and autonomous in 1947. Two years later, Education also had a separate department. To meet the heavy rush of

students in the Department of Post-Graduate Teaching in Commerce, evening classes in addition to the day classes were opened in the subject. Today the post-graduate courses in Arts and Commerce include Sanskrit and Sanskritic studies, Pali and Buddhistic studies, Modern Indian Languages (Assamese, Oriya, Hindi and Urdu), Bengali, Arabic, Persian, English, French, German, Greek, Latin, Hebrew, Syriac, Comparative Philology, Mental and Moral Philosophy, History, Ancient Indian History and Culture, Islamic History and Culture, Economics, Political Science, Education, and Commerce.

Courses of post-graduate studies in Science and Technology also received similar attention. In 1936, Communication Engineering became a part of the subject of Applied Physics. Ten years later, Radio-physics and Electronics were separated from Applied Physics and became autonomous subjects.

At present post-graduate courses in Science and Technology include Physics, Applied Physics, Chemistry, Applied Chemistry, Pure Mathematics, Applied Mathematics, Botany, Agriculture Botany, Agriculture, Anthropology, Physiology, Zoology and Comparative Anatomy, Geology, Statistics, Geography, Psychology and Radio-physics and Electronics.

Plans were made for initiating post-graduate teaching in medical subjects. Vice-Chancellor Pramathanath Banerjee succeeded in placing the post-graduate regulations for medical studies on the statute book, but not until recently the idea was given a definite shape. It is expected that the centenary year will see the inauguration of regular teaching and research in the newly created department. The task has been somewhat simplified by the existence of a number of diploma courses* in specialized fields, that were introduced from time to time.

Post-graduate studies were initiated and encouraged in the fields of Engineering as well. For instance, new courses were introduced for the degree of Master of Engineering in Public Health, in 1947 and for the Master of Engineering, in 1953.

*1934—Ophthalmology; 1944—Gynæcology and Obstetrics; 1945—Maternity and Child Welfare; 1951—Industrial Health and Child Health; 1952—Tropical Medicine; Hygiene; Medical Radiology and Electrology; 1954—Anæsthesiology; 1951—Tubercular Diseases.

EXPANSION OF OLD AND ESTABLISHMENT OF NEW DEPARTMENTS

Besides expansion of the existing subjects and adding of new ones along with changes in the curricula just referred to, new departments of study and research were also initiated and established as and when opportunities offered themselves, and some of the old establishments, for instance, the University Press and the University Libraries, were expanded and re-organized.

Thus was brought into existence, the Agricultural Institute at Barrackpore which started work in 1939, with seven students. The two years' certificate course of study included dairy, poultry and industrial training. Fishery was included next year in its curriculum. The Institute became a casualty of the Second World War when its premises were commandeered by the Army. It maintained a skeleton existence in hired premises. After the war, as the problem of feeding the ever-growing population of the country became more and more acute, the ideal of starting a college of agriculture was revived by the University. In 1947, a decision was taken to enlarge the old course by introducing I.Sc. and B.Sc. courses in Agriculture. From 1948, a research section was opened with funds from the Khaira Endowment under the Khaira Professor of Agriculture. A Chair of Agricultural Chemistry was also set up with the donation of Rupees two lakhs made by Professor Nilratan Dhar, a distinguished alumnus of the University.

In 1949, the young Raja of Jhargram (Midnapore) at the request of the Vice-Chancellor Pramathanath Banerjee, made a bequest of Rupees one lakh and 450 *bighas* of land for an agricultural college at Jhargram. The building was raised and in 1951, the Jhargram Agricultural College was promoted to the degree standard with a two years' B.Sc. course. But the University could not meet its financial requirements, and in 1953, the college was made over to the Government of West Bengal. At present, it has become an ordinary degree college with the teaching of Agriculture retained only up to the I.Sc. standard. Teaching of B.Sc. in Agriculture has now been taken over by the Government Agricultural College at Tollygunge.

In 1942, under the auspices of the Appointments and Information Board, a scheme was drawn up and a course of lectures was started for training up labour officers for the Jute mills, with the help of the Indian Jute Mills Association. Within a

year it drew the attention of the Department of Labour, Government of India, of the Indian Railways and of industries other than jute. They offered their co-operation and sent their officers for training. The course was the first of its kind in any university in India, and it brought Calcutta University into contact with the country's industrial life. In 1945, the course was raised to the status of a diploma in Social Work (Labour Welfare). In 1946, the Government of India made a capital grant of Rs. 2.5 lakhs for starting an All-India Institute of Social Welfare. Next year, a further grant was made for the construction of the building of the Institute. In 1952, the success of the diploma course led to the formation of the All-India Institute of Social Welfare and Business Management under a quadripartite council consisting of representatives of the University, the Union Government, the State Government and business interests. It began functioning from 1 July, 1953. In 1954, the Institute left its old site at the Darbhanga Buildings and went to its four-storeyed building at College Square West, a stone's throw from the administrative building of the University.

The Institute of Jute Technology was founded in 1946, with the financial support of the Indian Jute Mills Association, at 35 Ballygunge Circular Road. It was estimated to train twenty-five students every year with a four years' course for undergraduates and a three years' course for graduates in Science. The students were selected from among apprentices appointed by the jute mills and were given employment in the mills on completion of the course. The Indian Jute Mills Association bore the capital expenditure of Rupees twenty-four lakhs and undertook to bear the recurring expenditure of Rupees two lakhs for five years, the biggest gift ever made to the University. The Institute began functioning at 35 Ballygunge Circular Road, from 2 January, 1951, under the Directorship of D. K. Sanyal. Thus, the University came to supply the demand for skilled technicians in one of the vital industries of the State.

In 1934, a proposal was mooted to establish an art gallery and museum in connection with post-graduate studies in Ancient Indian History and Culture. It took shape and form in 1937 when the Asutosh Museum of Indian Art was opened in the Western Hall of the Senate House. Beginning with a small collection of objects of art and archaeology, drawn mainly from

Bengal and Bihar, the museum has now grown into a rich storehouse and gallery that shelters and exhibits hundreds of items of paintings, sculptures, bronzes, terracottas, coins, illustrated manuscripts, banners, scrolls, etc., issuing from Nepal, Tibet, East Pakistan, West Bengal, Assam, Bihar, Orissa and other parts of India. Its speciality lies in its unique collection of folk and rural art of India, of Bengal terracottas and of some of the finest specimens of the Eastern School of sculptures and bronzes. Indeed, the Asutosh Museum is perhaps the richest University museum in India so far as its contents are concerned.

The museum, in course of its short career of about fifteen years or so, organised and carried out archaeological explorations and excavations at Bangarh (West Dinajpur), Nannur (Birbhum), Tamluk or ancient Tamralipti (Midnapore) and Berachampa (24 Parganas), and was able to reap a good harvest in objects of art and antiquity that went to enrich its treasures. These excavations have thrown some new light on the early history of Bengal.

The museum has also developed certain other commendable activities. For instance, it has been holding every year an Art Appreciation course, courses of extra-mural lectures on art and archaeology and exhibitions of art and antiquities. In 1947, a few of its exhibits were sent abroad to the Royal Academy Exhibition, London, and to New Delhi for the Asian Relations Conference Exhibition. The museum also maintains a laboratory of its own. But it has grown to such proportions that its present habitat can no longer hold it.

In the field of Science, two very significant departments were founded during the period under review, the Institute of Nuclear Physics and the Department of Radio-physics and Electronics.

In 1945, Professor Meghnad Saha initiated the Institute of Nuclear Physics, the first of its kind in Asia. The story of its foundation can be traced back to the year 1940 when the Board of Trustees of Sir Dorabjee Tata Trust made a gift of Rs. 60,000 towards the purchase of a cyclotron provided that the University would contribute an equal amount and undertake to maintain it. Meghnad Saha, then Palit Professor of Physics, explained its utility as follows:

“By means of this apparatus common elements can be endowed

with the same properties as those possessed by radium and some of them, say radio-sodium and radio-phosphorus, can be used for purposes for which radium is now exclusively used. Secondly, some of the common elements which we take along with our food or medicine like carbon, sodium, nitrogen, phosphorus, etc., can be made radio-active by means of the cyclotron."

Thus, the apparatus showed great possibilities from the viewpoints of medicine and food. Professor Saha drew up a scheme for its installation.

In 1945, the work on Nuclear Physics, thus started, received two endowments, one of Rupees two lakhs and another of Rs. 45,000. The use of atomic weapons towards the end of the Second World War demonstrated the tremendous importance of the subject. In 1947, the Government of India made a grant of Rs. 70,000 for research in Nuclear Physics under the direction of Professor Saha. Next year, they came with a further grant, and a building was planned at 92 Upper Circular Road, to house the apparatus and the Laboratory. In 1950, the building was completed and the Institute of Nuclear Physics came into being with elementary and advanced instruction and research in nuclear energy, a standing monument of the genius and foresight of Professor Meghnad Saha whose sudden and untimely death the University and India mourned so deeply barely a year ago. Recently the Union Government has made a grant of Rupees fifty-seven lakhs to the Institute.

In 1950, near the Nuclear Institute Building arose a new building to house the Department of Radio-physics and Electronics, with its research station at Haringhata, about thirty miles from Calcutta. Under Professor Sisirkumar Mitra, research work was initiated on ionospheric problems, on laboratory production of radio valves, on nuclear resonance, on lights from the night sky and on other specialized items. In 1951, a Radar set was installed for work on light effect.

An important step in the direction of women's education was taken by the University when in 1935, an alternative course of studies in Domestic Science was introduced for girl students going up for the Matriculation Examination. This was done to meet the general feeling that courses of study for girls at the secondary stage should not exactly be the same as for boys. It was felt that while many of the girls might go in for such voca-

tions as are generally open for boys, a majority of them would fit better in a sphere of responsibilities at home or in society, quite distinct from the common sphere of men, and that there should be a planned syllabus with a view to preparing them for such future careers. But the possibilities for planning female education in a somewhat socially responsible manner, could be taken up only when, in 1936, the University received a princely endowment yielding now a monthly revenue of about Rs. 6,500, from the Viharilal Mitra Trust towards the furtherance of women's education with special reference to social and domestic life. In 1944, a women's college of Domestic Science was started with a diploma course on the subject. After ten years, in 1954, the syllabus was further revised to provide for Household Arts and Sciences, Music, Child Care and Training and Social Sciences. Steps are now being taken for the establishment of what will be known as the Viharilal College for women with special facilities for teaching home and social sciences, and a plot of three *bighas* of land within the precincts of the historic Hastings House has been allotted by the State Government for the building of the college. The work is already in hand, and it is expected that the college will be inaugurated in about a year's time.

The University central and departmental libraries as well as the library of the University Law College were already existing and flourishing departments of the University. But during the period under review considerable expansion of the activities of the University library system and an orientation of its general outlook and character took place and all the libraries including those attached to the various teaching departments, were thoroughly re-organized and brought under a central control and guidance.

Since 1917, the University Central Library was divided into two main sections, the Reference and the Lending, the Reference being located in the first floor of the Darbhanga Building, the Lending being transferred to a section of the ground floor of the Asutosh Building when the latter was ready for occupation in 1928. In both the buildings, the library halls and rooms were gloomy and there was not enough room either for books or for readers. Organization and administration were both at low levels and along old and traditional lines; cataloguing and classification followed cumbersome and obsolete rules; no mem-

ber of the staff had any technical training in library administration and management.

In 1935, Vice-Chancellor Syamaprasad Mookerjee initiated steps for setting things right. The two sections of the Central Library were amalgamated for administrative purposes and shifted to the newly built third floor of the Asutosh Building where commodious reading and research rooms, periodical and bibliographical reference rooms, and a long one-floor book-stack in two tiers were made ready to receive and accommodate books and readers for at least another ten to fifteen* years by the end of which period, Syamaprasad Mookerjee thought, the University would be in a position to acquire a site and raise a building specially planned and designed to answer to the requirements of the biggest and richest University library in this part of the world.

On the technical side too great improvements were made in various spheres of library activities besides adoption of relatively scientific methods of cataloguing, indexing and classification. A tacit acceptance of the principle of recruitment of technically trained personnel in the matter of library appointments, also seems to have been evident. This principle found clearer manifestation when, in 1945, the University initiated a post-graduate diploma course in librarianship under the general supervision and administration of the University Librarian, the University libraries serving as the training ground for the students of the course. The University is now planning to raise this course to the Master's degree standard.

Besides routine acquisition by purchase, exchange and small occasional gifts, a number of relatively larger gift collections were received by the University during the period under review. Among them may be mentioned the Das Gupta collection of books on history acquired in 1934; the Bagchi collection of about 300 volumes on physics, mathematics, and French and German literatures, and the Uma Ghosh collection of Bengali books by Bengali authoresses, both in 1937; the Seth Druckquer Memorial collection of standard books on history, politics, economics and literature, in 1945; the Ganga Mahim collection of about 700 volumes of old Bengali and English books; the P. C. Ghosh collection of 5,500 volumes, mostly on English language and literature, in 1945; the Batakrishna Ghosh collection on

phonetics and linguistics, in 1955 ; the Dayaram Sahni collection on archaeology ; the Anilchandra Gupta collection on literature and of Bengali periodicals, in 1955 ; the entire library of the late Maharaja Manindrachandra Nandi of Cossimbazar consisting of about 10,000 volumes of rare books in English and Bengali, in 1955 ; and the H. C. Mookerjee collection of books on English literature, politics and economics, in 1956.

Since 1938 the Central Library has been publishing a monthly bulletin which among other things, gives in classified order the titles and other particulars of new accessions. Today it keeps its services open for fourteen hours, from seven in the morning to nine in the evening, on week days and for four hours, from twelve noon to four in the afternoon, on Sundays, and meets the reading and reference requirements of hundreds of University students, research scholars and teachers, not only of Calcutta University but of other universities as well, and of registered graduates and Fellows of this University. During the year ended on 31 May, 1956, the Central library issued for reference purposes 2,13,256 volumes of books and periodicals and for home-reading 40,456 volumes as against 60,022 and 5,326 volumes respectively in 1933. During the year ended on 31 May, 1956, 8,464 volumes were acquired as against 1450 volumes in 1933. On 31 May, 1956, the strength of the total collection of volumes in the Central Library, departmental libraries and seminar libraries stood a little over three lakhs as against a little over a lakh on 31 December, 1933.

Besides the Central Library which houses books and periodicals on the humanities, mathematics, statistics, sociology, education and general reference, the University Library system includes a number of departmental libraries for scientific and technological subjects, and manuscript and seminar libraries for oriental subjects. These libraries are located in the buildings of the respective departments of teaching and research, but function under a unified central control, that of the Library Committee and the University Librarian.

In variety, volume and value the University Library system has grown so enormously in recent years that the present habitat of the Central Library and some of the departmental libraries, can no longer hold them. Indeed, the Central Library has been clamouring for more space and better arrangements for the last

ten years or more, and unless something is done very quickly the efficiency of the library services is bound to suffer, if it has not suffered already, and valuable and irrecoverable materials may run the danger of disintegration.

The rich library of the University Law College does not belong to the University Library system but is managed and administered by the authorities of the college itself, and is directly under its Principal. During the period under review, the shelving arrangement of the unique collection of the library was completely revised, steel shelves replacing the wooden ones, the reading rooms were thoroughly renovated and re-organized and the efficiency of the services increased.

The University Press was by no means a new establishment, having been founded in 1909 for printing question papers for the University examinations, regulations, calendars, text-books, proceedings of meetings of various bodies of the University and some other matters. With the establishment of the various departments of post-graduate teaching and research, it increasingly shouldered the responsible burden of printing the enormous output of research materials produced by the University teachers and research scholars. By about the beginning of the period under review, the work in the press had increased to such an extent that in 1938, it had to be transferred to a spacious mansion built for the purpose, at 48 Hazra Road, in the southern part of the city. In 1952, it was thoroughly re-organized into a first grade press. During the forty-seven years of its life, the University Press has produced more than five hundred volumes of research publications besides text-books, popular works and language readers. It has also been printing *The Calcutta Review*, the organ of the University which appears every month with valuable contributions from scholars, Indian and foreign.

RESEARCH AND PUBLICATIONS

Besides a good number of prizes, gold medals and research studentships that were open to competition among advanced graduates of the University on the strength of original dissertations submitted for adjudication there were three research degrees, the Ph.D. (Doctor of Philosophy) in Arts (including commerce) subjects, the D.Sc. (Doctor of Science) in Science

(including technology) subjects and the M.D. (Doctor of Medicine) in medical subjects. In 1934, the degree of D.Sc. was made admissible in Public Health. In 1947, with a view to falling in line with the practice obtaining in many other Indian universities and a very large number of British and other European universities, an intermediate research degree, that of D.Phil. (Doctor of Philosophy) was introduced in both Arts and Science. The D.Litt. (Doctor of Literature) degree was substituted for the old Ph.D. which was equivalent to the old D.Sc. The D.Sc. degree was retained. Later, the D.Phil. degree was thrown open to engineering and medical graduates as well.

Since the inauguration of the post-graduate teaching departments and the inspiration and impetus given by Asutosh Mookerjee the University of Calcutta grew up as an active centre of research in Arts and Science and came to achieve recognition on that count all the world over. Despite occasional lapses the tradition thus created continued to bear fruit during the period under review and every year the University conferred an increasingly growing number of research degrees, prizes, medals and studentships, on the results of researches submitted to the University in the form of dissertations, even a small fraction of which has not yet been published, and hence not made known to the public. Copies of such dissertations can be seen and consulted at the Record Room and the Central Library of the University where they are kept on deposit. The University has not got the requisite funds for printing and publishing these works; the University Press and Publication department already harassed by an ever-increasing volume of routine work, is not equal to the task, and the authors who are mostly teachers of the University and its colleges, have not the means to see the results of their work published and placed before the scholarly world on their own. Professional and commercial publishers are not just interested in this type of technical treatises because it is not sufficiently a business proposition for them to publish such books. This is mostly true about dissertations on arts subjects. What has just been said would explain why during the last two decades the number of research publications of Calcutta University, especially in the field of the humanities, has not been as large and as varied as it was during the two decades that immediately preceded them. It would, therefore, be incorrect to say that

the spirit of research and investigation has suffered any dimming or the quality of work done has not been as rich, judging even from what has seen the light of day, through technical journals of repute and in book form, and from the pronouncements of those who are in a position to speak on the respective subjects.

It is not possible within the limits of this short survey to mention the names of all those University teachers who were engaged in research studies and the varied titles of their publications. Nor is it perhaps necessary, since most of them are still actively at work and many of them may even beat their own records. But it is necessary to mention at least those names and titles that won wide recognition, if not for anything else, at least to indicate the major lines along which researches were undertaken in various branches of learning, during the period under review.

The department of Sanskrit and Sanskritic studies carried on researches on a very large variety of subjects. Professor Prabhatchandra Chakravarti made important contribution to the philosophy of Sanskrit grammar. Professor Vidhusekhar Bhattacharya published two volumes on the *Agamasāstra of Gaudapada*, the Tibetan version of the *Nyaya-pravesa of Dinnaga* and his Adharchandra Mookerjee lectures on Buddhism. Professor Satkari Mookerjee published his *The Buddhist Theory of Flux* and the *Jaina Philosophy of non-Absolutism*, besides a number of papers on Buddhism, Vedānta, Nyaya-Vaiśeṣika and Sanskrit poetics. Professor Asutosh Bhattacharya's publications included, besides a number of papers and monographs on various aspects of Indian philosophy, *Studies in post-Sāṅkara Dialectics* and *Vedānta-darsana*, in Bengali, in three volumes. Chinnaśwami Sastri edited among others, the *Baudhayana Dharma Sūtra* with explanatory notes, the *Tandya Maha Brahmana* in two parts, the *Satapatha Brahmana*, and the *Taittiriya Samhitā* in three parts, and published original books on the Tantra. Krishnagopal Goswami published a number of monographs and papers on Hindu law ; Bishnupada Bhattacharya, on language and meaning, etymology, grammar and poetics ; Kunjagovinda Goswami, on religion, archaeology and epigraphy ; Janakiballabh Bhattacharya, on the philosophy of negation and Hindu logic ; and Manomohan Ghosh on linguistics, grammar and dramaturgy.

In the Department of Pali and Buddhistic Studies Professor Benimadhav Barua in whose sudden and premature death the world of Buddhist scholarship lost one of its brightest luminaries, published his significant works on *Barhut* in three volumes, *Gaya and Bodhgaya*, *Old Brahmi Inscriptions in the Udayagiri and Khandagiri Caves*, besides a number of important monographs on Buddhism and Buddhist archaeology. Professor Nalinaksha Datta published among others, his *Aspects of Mahayana Buddhism and its relation to Hinayana* and *Early Monastic Buddhism*, besides a number of monographs that attracted wide attention. He also edited and published a number of Pali and Sanskrit texts including the *Sumangalavilasini*, the *Panchabimsatisahasrika Prajnaparamita*, the *Bodhisattvapratimoksha-sutra*, and several volumes of Gilgit manuscripts which were placed at his disposal by the Government of Kashmir and Jammu and the cost for the publication of which was borne by that Government. Anukulchandra Banerjee made an important contribution to the study of Sarvastivada literature, and Gokuldas De and Dwijendralal Barua on Buddhism, Pali and Prakrit.

In the Department of Arabic and Persian Professor M. Z. Siddiqi brought out critical editions of the *Tarikh Harat* and the *Ferdausul-Hikmat*, besides publishing a number of papers. M. Ishaq published his *Sukhanvaran-i-Iran dar Asr-i-Hazir*, in Persian, in two volumes and *Modern Persian Poetry*, besides editing, for the Asiatic Society of Bengal, a couple of Persian texts and the catalogue of Arabic manuscripts in the Society's collection. His publications also included a number of papers.

The teachers and research scholars in the Departments of Modern Indian Languages and Comparative Philology continued to publish old Bengali texts, edited with critical notes and explanations, by Professor Khagendranath Mitra, Professor Srikumar Banerjee, Tamonaschandra Dasgupta, Manindramohan Bose, Biswapati Chaudhuri, Jatindramohan Bhattacharya, Professor Sukumar Sen and others. Original contributions, by way of critical and historical studies, were made by Professor Sasibhushan Dasgupta through his studies in *Obscure Religious Cults as Background of Bengali Literature*, in Tantrikism, and in literary criticism, and by Professor Sukumar Sen through his

important work on the history of Bengali literature in three volumes and his studies in Brajabuli literature, Indo-Aryan and Iranian philology and linguistics. Professor Sunitikumar Chatterji continued his work on comparative philology and published, among others, his book on *Indo-Aryan and Hindi* and an important monograph on the language and culture of the Kiratas. Pramathanath Bisi published a number of studies on Rabindranath Tagore's poetical, dramatic and other works as well as on nineteenth century Bengali literature. Asutosh Bhattacharyya published a couple of significant books on mediaeval Bengali literature and the folk literature of Bengal, besides contributing a number of papers on folk cults and rituals. Bijanbihari Bhattacharya published an interesting monograph on Bengali philology and published a number of critical essays.

Contributions made by the Department of English during the period under review were mostly in the shape and form of papers published in various journals, Indian and foreign, and covered a variety of subjects ranging from studies in Old English to contemporary English literature. Apart from the well-known works of Professor M. M. Bhattacharya, one book, published by Calcutta University during this period, attracted more than usual notice, namely S. K. Das's *Cynewulf and Cynewulf Canon*. Humayun Kabir's *Poetry, Monads and Society* was also published during this period.

In the Department of Philosophy the tradition of Professor Brajendranath Seal, Professor Sarvepalli Radhakrishnan and Professor Hiralal Halder was successfully carried on by scholars like Professor K. C. Bhattacharya and Professor Surendranath Dasgupta. Besides his great work on the *History of Indian Philosophy* in several volumes in which he had been engaged for years, Professor Dasgupta published *Yoga Philosophy* and *Indian Idealism* during this period. He also made an outstanding contribution to the study of comparative religion and philosophy through his Stephanos Nirmalendu Ghosh lectures on the subject. Professor Susilkumar Maitra published his works on the *Ethics of the Hindus*, *Madhva Logic* and *Studies in Philosophy and Religion*, besides a number of papers. Satischandra Chatterjee's work on the *Nyaya Theory of Knowledge*, Sarojkumar Das's *Systematic Study of the Vedanta*, Adharchandra Das's *Negative Fact, Negation and Truth*, Rash-

vihari Das's *Ajnana or the Theory of Ignorance and Kenter Darsana* in Bengali and Kalidas Bhattacharya's *An Enquiry into the Fundamentals of Philosophy* also appeared during this period. A number of important papers and monographs on a variety of subjects were also published by each one of them.

Professor Indubhushan Banerjee who succeeded Professor Surendranath Sen as Professor and Head of the Department of History, published his two volumes on the *Evolution of the Khalsa* during this period as well as two other works, one on the *Supreme Court in Conflict* and another on the *Origin and Rise of the Sikhs*. Nareschandra Roy published several books on Indian administrative and constitutional history. Atindranath Bose published his work on *Social and Rural Economy of Northern India* of the Buddhist period in two volumes and another volume on *Crossroads of Science and Philosophy*.

Important research studies were published by Professor Narendrakrishna Sinha, Pratulchandra Gupta and Anilchandra Banerjee. Professor Sinha's *Rise of the Sikh Power, Haider Ali and Economic History of Bengal* during the latter half of the eighteenth century appeared during this period; so were P. C. Gupta's *Baji Rao II and the East India Company, 1796-1818, The Last Peshwa and the English Commissioners, 1818-1851, Shah Alam and his Court*, and A. C. Banerjee's *The Eastern Frontier of British India, Annexation of Burma, Rajput Studies and Peshwa Madhava Rao I*. N. K. Sinha, P. C. Gupta, I. Banerjee and A. C. Banerjee also edited one volume each of historical documents for the National Archives of India. Tapanchandra Raychaudhuri worked on the socio-economic history of Bengal in the sixteenth and seventeenth centuries and published a significant book on the subject. Sivapada Sen interested himself in the history of the French in India and published his first work on the subject, *The French in India: first Establishment and Struggle*. Amales Tripathi contributed to the study of East India Company's trading activities and Atul Roy published *The Career of Mirjafar Khan*.

The most important studies made and published during the period by the Department of Islamic History and Culture include *The Din-i-Ilahi or the Religion of Akbar, Music in Islam and State and Religion in Mughal India* by M. L. Raychaudhuri;

Foundation of Muslim Rule in India, and chapters on pre-Mughal History of Bengal in the *History of Bengal*, volume II, by A. B. M. Habibullah; the *Rise and Fall of Muhammad-bin-Tughluq*, *Futuh-Salatin of Isami*, *A critical Study and Translation from the original of the Rehlah of Ibn Battuta*, by M. Mahdi Hussain and *Humayun in Persia*, by Sukumar Roy. They also published papers on their respective fields of studies.

In the Department of Ancient Indian History and Culture Professor Hemchandra Raychaudhuri published revised and enlarged editions of his well-known works and contributed more than one series of important chapters to Indian historical works of corporate authorship. Professor Jitendranath Banerjee, Professor Niharranjan Ray, Dineschandra Sircar and S. K. Saraswati also contributed similar series of chapters to important national historical works of corporate authorship. Besides, Jitendranath Banerjee published two editions of his important work on the *Development of Hindu Iconography*; Hemchandra Ray, the second volume of his *Dynastic History of Northern India*; Benoychandra Sen, his *Some Historical Aspects of the Inscriptions of Bengal*; Dineshchandra Sircar, his *Successors of the Satavahanas*, *The Early Pallavas*, *Select Inscriptions bearing on Indian History and Civilisation*, and the *Saktapithas*, besides editing and publishing a number of epigraphic records; Probodhchandra Bagchi, his *Studies in the Tantras*, *Kaulajnanirnaya* and *Materials for the Study of the Bengali Charyapadas*, among others. Each one of them also published a number of papers and monographs on a variety of topics. A few outstanding contributions were made and published by Professor Stella Kramrisch, among which may be mentioned *A Survey of Painting in the Deccan*, *The Hindu Temple* in two volumes, and the *Arts and Crafts of Travancore*. During the period under review Professor Niharranjan Ray published two more books in his series on Indo-Burmese Studies, *Sanskrit Buddhism in Burma* and *Theravada Buddhism in Burma*. His first series of Bagiswari lectures on *Maurya and Sunga Art*, *Dutch Activities in the East* and *Rabindra Sahityer Bhumika* (Introduction to the literary works of Rabindranath Tagore) in Bengali, were also published during this period. Another significant publication of Professor Ray, *Bangalir Itihas : Adi Purva* (A history of the Bengali People; Early Period) in

Bengali, won the Tagore Memorial Prize for the year 1949 and attracted wide admiration. Kalidas Nag published his *India and the Pacific World*. S. K. Saraswati interested himself in Indian archaeology with special reference to architecture, iconography and numismatics and published his *Early Sculpture of Bengal*. Bengal's sculpture engaged the attention of Kalyan-kumar Ganguli as well, who worked also on the art of jewellery in ancient India. G. C. Raychaudhuri concerned himself with the history of the Rajputs and the Chalukyas, while Sudhakar Chatterjoe published his two monographs on the *Achaemenids in India* and the *Sakas in India*. N. N. Dasgupta contributed to the study of the history of the Guptas and published a book on Buddhism in Bengal, in Bengali, while Sudhirranjan Das published an interesting monograph on the *Folk Religion of Bengal*. Devaprasad Ghosh, Curator of the Asutosh Museum, and each one of the teachers just named also published a number of interesting papers on their respective fields of study and research. Pareshchandra Das Gupta made valuable discoveries at Tamruk, the site of ancient Tamralipti and published papers on the new finds.

In the Departments of Economics and Commerce Professor J. P. Niyogi published his *Co-operative Movement in Bengal* and a number of important papers during this period. Among other research publications mention may be made of *Industrial Finance in India*, *Industrial Credit in War and Post-War Economy*, *Recent Banking Developments*, *Settlement of Sterling Balances* and *Financing Post-war Industry*, by Professor Saroj-kumar Basu; *Indian Currency Problems*, by Jogischandra Sinha; *Economic Reconstruction of India*, by Khagendra-nath Sen; *The State in Labour Disputes*, by Satyendranath Sen; *India and her inter-Asian Transport and Communications*, by Nalinaksha Sanyal and *India's Five Year Plans*, by Dhiresh Bhattacharya. These and other teachers of the department also published important papers and monographs from time to time on current economic and commercial problems as well as on more fundamental aspects of the two fields of study.

In the Department of Political Science Professor Devendra-nath Banerjee published two volumes, one on the *Early Land Revenue System in Bengal and Bihar* and another on *Early Administrative System of the East India Company*, and

Dharendra Nath Sen, his book on the *Problem of Minorities*. Professor Banerjee published also a number of papers on contemporary constitutional problems. Rameshchandra Ghosh published *The Government of the Swiss Republic* and made contribution to the studies on the constitution of Islamic states. Subimalkumar Mukherjee's *International Law Redefined* appeared with some new ideas on the subject. Santosh Chatterji specialized in the history of Western political thought and Narayani Basu made comparative study of Western and Eastern thoughts in *Political Philosophy after Hegel and Marx*.

A similarly short account of the more important researches and publications in the fields of Science and Technology is not as easy to present, since the results of such studies and investigations were more often than not published in the form of papers contributed to a very large number of national and international technical and scientific periodicals—journals, bulletins, transactions, proceedings, etc. in respective subjects. All that can be done here, therefore, is by way of giving an indication of the lines in which University teachers in the Faculties of Science and Technology were engaged during this period, and that too, as briefly as possible. The total number of papers published by the teachers of these two Faculties between 1935 and 1956, would be well-nigh two thousand; indeed, the output has never been more in quantity.

In the Department of Pure Mathematics the tradition of Professors Ganesh Prasad and Syamadas Mukherjee, and of Haridas Bagchi, S. M. Ganguli and Monoranjan Gupta, was successfully carried on by Professor Rabindranath Sen and his colleagues. Professor Sen worked on Riemannian geometry, and his two colleagues M. C. Chaki and B. C. Chatterjee respectively on geometry and Veblen geometry. H. M. Sengupta published papers on analysis and theory of elasticity, A. C. Chaudhuri, on algebra and topology and M. Datta, on theory of numbers and statistical thermo-dynamics.

Professor N. R. Sen, Head of the Department of Applied Mathematics, concerned himself with astro-physics, fluid dynamics, and relativity and cosmology. Suddhodan Ghosh and B. B. Sen worked on the theory of elasticity, while K. M. Basu and P. K. Ghosh, on wave mechanics and problems of rigour

in mathematical physics respectively. N. N. Sen and B. S. Ray published papers respectively on hydro-mechanics and quantum mechanics, S. K. Chakravarti, on cosmic rays and geophysics, and U. R. Barman, on astro-physics.

In the Department of Pure Physics Professor D. M. Bose interested himself in the study of the para-magnetic properties of compounds of the transitional group of elements, while his successor, Professor Meghnad Saha, in that of the theory of thermal ionisation, astro-physics and nuclear physics. Professor B. B. Ray worked on X'ray spectroscopy and X'ray defraction and on spectroscopic study of luminescence in excited organic and inorganic compounds. Professor S. K. Mitra contributed valuable studies on radio and allied subjects, on upper atmosphere and ionospherics. He also published his significant work on *Upper Atmosphere* which ran through two editions during this period. Professor S. N. Bose interested himself in Bose-Einstein statistics and the unified field theory embracing the laws of gravitation, electro-magnetism and quantum structure. P. C. Bhattacharya worked on cosmic rays and mesotrones, Professor B. D. Nagchaudhuri, on nuclear physics and nuclear reactions and Syamadas Chatterjee, on carbon-dating, electronics and radio-isotopes. N. N. Dasgupta contributed to electron-microscopic studies and tracer study with radio-isotopes while Kamalaksha Dasgupta interested himself in X'ray defraction, florescence of organic compounds by X'rays, Emission and absorption spectra and X'ray scattering (modified radiation).

Professor P. N. Ghosh, Head of the Department of Applied Physics, concerned himself with optics, molecular spectroscopy and dielectric properties of materials, while his successor, Professor P. C. Mahanti, did the same with electrical measurements and the study of molecular spectra and standardization. A. K. Sengupta published papers on spectroscopy (band spectrum) and G. Bhattacharyya on dielectric constants of different materials. D. B. Singh interested himself in nuclear boiling and Karunes Banerjee, in cumulative damage in fatigue. M. De, H. Rakshit and S. P. Chakravarti worked respectively on optics and illumination technology, upper atmospheric study and oscillators, and telephonic transmission.

In the Department of Pure Chemistry the tradition of Professor Praphullachandra Ray who is acclaimed universally as the

father of Indian Chemistry, was carried on creditably by such eminent teachers as Professor J. N. Mukherjee, Professor P. C. Mitra, Professor P. R. Ray, Professor J. C. Bardhan, Professor P. B. Sarkar and their colleagues. Professor P. C. Mitra's main work lay in the domains of anthraquinones, flavones, sesquiterpenes and turpenes, and long-chain acids, while Professor J. N. Mukherjee's, in those of colloids and adsorption, and physico-chemical studies of soils and clays. Professor P. R. Ray interested himself in the chemistry of complex compounds, atomic structure, micro-chemistry, chemistry of biguanidines, chelate compounds and magneto-chemical studies. Professor P. B. Sarkar worked on analytical chemistry, chemistry of rare earth metals, radio-active compounds, theory of Valency and complex formation. Professor Bardhan contributed to the study of sterols and hormones, and terpene compounds, while Professor B. N. Ghosh, to that of antigens and antibodies in snake-venoms, electro-kinetic potential, colloids and emulsions. Ashima Chatterjee's work lay mostly in the chemistry of plant products and alkaloids and constitution of the alkaloid of rauwolfias; P. K. Bose's, in the chemistry of natural products and alkaloids and natural flavones; and N. K. Datta's, in the chemistry of rare earths and analytical chemistry. B. Das Sarma worked on stereo-chemistry of metal chelates and co-ordinate compounds; S. K. Nandi, on radio-active minerals and D. Chakravarti, on the syntheses of coumarins and compounds and chromones and on isolation of flavones. K. C. Bhattacharyya's publications were on synthesis of polycyclic compounds, keto-cyclol and keto-lactol tautomerism, those of Sadhan Basu were on quantum mechanics of reactivity of chemical compounds, polymers and resonance, and of D. Nashipuri, on the synthesis in di-terpene series.

The Department of Applied Chemistry was built up by the labours of Professor H. K. Sen whose main work lay in the field of syntheses of hetero-cyclic compounds, oxyquinolines, substituted pyridines and indol derivatives, carbonization of Indian coal, phyto-chemistry and bacteriology. His tradition was worthily carried on by his successor, Professor Bireschandra Guha, who made contributions to the study of food chemistry, food technology, nutrition, vitamins, synthesis of ascorbic acid, microbial metabolism and fermentation. M. N. Goswami

worked on catalysis, analytical chemistry, organo-arsenic compounds, synthesis of ring-glycerides and fat chemistry. H. N. Dasgupta interested himself in organo-arsenic compounds and ceramic raw materials and clays, and S. C. Neogi, in organo-antimony compounds and isolation of hyper-tensive compounds from Indian shark liver oil. B. K. Mukherji worked on ethanolysis of vegetable oils, utilization of molasses, crystallization and agitation, and seed fats; M. M. Chakravarti's work also lay more or less in the same field of seed fats and vegetable oils, and A. Saha's, in the field of boiled oils and jute batching. S. C. Ray contributed to the study of bio-synthesis of vitamins and biochemistry of nutrition, while K. L. Ray and D. Lahiri, to those respectively of low temperature carbonization and other studies on Indian coals, and utilization of blast furnace slag and glass technology. Organo-arsenic compounds as filaricides and anti-spasmodics were taken up by D. Pathak while cellulose acetate and nitrate and ion exchange resins, by P. K. Chaudhuri. Ion exchange resins was the subject of investigation also by S. K. Mookerjee who worked on soil science too. A. S. Bhaduri worked on solvent extraction, N. Ganguli, on paper chromatography of amino acids, D. K. Ray, on moulds and fungi, and S. K. Bose, on anti-fungus antibiotics.

In the new Department of Radio-physics and Electronics which had grown out of the Departments of Pure and Applied Physics in 1950, J. N. Bhar contributed to the study of atmospheric ionisation, meteors and ultrasonics, while S. Deb did the same to that of ozonizer tubes, pulsed emission, radio valves and electronics. M. K. Dasgupta worked on discreet and terrestrial radio sources, B. K. Bhattacharya, on pulse amplifiers and J. S. Chatterjee on terrestrial magnetism.

The valuable work that Rajchandra Bose and Samarendranath Ray initiated in the Department of Statistics was continued by Purnendukumar Bose whose contribution lay in the field of psychometry and sampling distributions. The latter subject drew the interest also of H. K. Nandi and S. B. Chaudhuri, who worked on design of experiments and theory of inference as well, and on psychometry respectively. B. N. Ghosh worked on sample surveys and design of experiments and M. N. Ghosh, on theoretical statistics. K. C. Seal inter-

ested himself in sampling and decision problems and A. C. Nag, on biometry.

In the Department of Geology Professor N. N. Chatterjee contributed to the study of economic and applied geology of coal and petroleum, and his two colleagues, Aniruddha De and S. Sen, did the same to that of petrology. S. K. Raychaudhuri worked on principles of stratigraphy and A. Chaudhuri, on paleontology.

The Department of Geography under the leadership of its Professor and Head, S. P. Chatterjee, gave a new direction to the study of Indian cartography and carried on active work on the compilation of a comprehensive atlas of India. Kanan Bagchi interested himself in irrigation and river problems, Mira Guha, in morphology and development of towns, and R. Lahiri, on land utilization and soil science. The work of Nirmalkumar Bose, formerly of the Department of Anthropology, lay mostly in Indian pre-historic archaeology, anthropogeography, social and cultural ethnology and diffusion and distribution of Indian temple types.

In the Department of Botany, Ilabanta Banerjee carried on the work of his predecessor, Professor Agharkar, and made contributions to the study of embryology, taxonomy and systematic botany, anatomy and economic botany. S. M. Sarkar worked on plant physiology and metabolism and ecology, and S. N. Banerjee, on mycology and plant pathology. J. K. Sen interested himself in gymnosperms and morphological and stratigraphical palaeobotany and palynology, and Arunkumar Sarma, in cytogenetics, plant breeding, genetics and plant chromosomes.

In the young Department of Agricultural Botany Professor P. K. Sen worked on agro-economy and farm management, while R. M. Datta, on cytomorphology.

Professor B. K. Das, of the Department of Zoology, worked mainly in the field of bionomics and K. N. Mitra, in that of entomology. Professor H. K. Mookerjee interested himself in the study of vertebral column in Urodela and Anura, and Professor J. L. Bhaduri who succeeded Professor Mookerjee, made contributions to the fields of urino-genital system of Salientia and endocrinology. D. Mookerjee and G. K. Chakravarti worked respectively on entomology with special reference

to myrmecology, and helminthology and nematode parasites. S. P. Raychaudhuri published papers on chromosomes and X-ray mutation, and H. N. Ray, on proto-zoology, systematic morphology and life history of gregarines coccidia and ciliates. M. M. Chakravarti's work lay mainly in proto-zoology and D. N. Ganguli's, on Indian fisheries.

In the Department of Anthropology Professor K. P. Chattopadhyaya carried on the tradition of L. K. Anantakrishna Iyer, Panchanan Mitra and Ramaprasad Chanda and concerned himself mostly with social and cultural studies on the Santhals, Korkus and Khasis, on kinship and marriage, on the *dharma* cult and on primitive technology. Tarakchandra Das published an interesting study on the Purums, an old Kuki tribe of Manipur, Assam, and a number of other papers relating to social and cultural ethnology. J. K. Bose and Minendranath Bose published papers on social ethnology and on some Assam and Bengal tribes respectively. R. N. Basu, P. C. Biswas and Gautam Sankar Ray worked on pre-historic archaeology, physical and social anthropology and Dharani Sen, on pre-historic archaeology. Anathnath Chatterji interested himself in social and physical anthropology and S. S. Sarkar, on physical anthropology. Anathnath Chatterji worked also on the health and nutritional problems of Bengali students. The Department of Anthropology interested itself on contemporary social and sociological problems as well, and initiated and carried out important studies, for example, on the Bengal Famine of 1943, on which Tarakchandra Das prepared a significant report. In this connection, mention may also be made of Professor Chattopadhyaya's contribution to the study of the post-famine rehabilitation problem in Bengal and of municipal labour in Calcutta.

The tradition of Professor Girindrasekhar Bose who organized the Department of Psychology, was carried on successfully by Professor S. C. Mitra whose work lay mostly in the domain of social psychology and abnormal psychology including criminology. K. C. Mookerjee worked on pedagogic psychology and sexology while S. K. Bose worked on industrial psychology and personnel management. Criminology and psychometry attracted the attention of D. Ganguli and vocational psychology, of S. N. Ray. G. Pal contributed to the study of genetics

and educational psychology and S. Sinha, to that of personnel management.

The Department of Physiology organized by U. N. Brahmachari and Professor S. C. Mahalanobis, was further developed by Professor B. B. Sarkar who made significant contributions to the study of physiology of hormones, nervous system, blood, heart circulation and respiration, nerve muscles and histology. P. B. Sen worked on chemo-therapy of antimony compounds, blood and blood-chemistry, enzymes, diabetes, metabolism, nutrition and dietetics, pharmacodynamics and cytochemistry. N. N. Das's main work lay in pharmacodynamics, electrophysiology (including electro-encephalography, electro-myography and electro-cardiography), pathology and immunology. S. K. Maitra interested himself in the different principles isolated from cobra venom, nerve muscle physiology, heart, circulation and pharmacodynamics while S. K. Mahalanobis, in heart, digestion and other enzymes, blood and pharmacodynamics.

Some of the post-graduate departments, for example, of Pure and Applied Physics, Applied Chemistry, Anthropology, Statistics and Economics, besides carrying on their work of fundamental research in their respective fields, also co-operated with one another in handling practical problems placed before them by the various departments of the Central and State Governments and by industrial and commercial bodies as well as by the University itself. The nature and variety of the problems may be indicated by citing a couple of examples or two of them that were sought to be tackled in course of the last few years. The Board of Scientific and Industrial Research of the Government of India enquired about the possibilities of the manufacture of loud-speakers and microphones with indigenous materials, from the departments of Pure and Applied Physics. The Indian Research Fund Association enquired of the department of Applied Chemistry about the nutritional value of Bengal fishes and the manufacture of Vitamin C. A socio-economic survey of Calcutta is being conducted since 1954 jointly by the departments of Statistics and Economics, at the instance of the Planning Commission. A few years ago, at the instance of the then Vice-Chancellor, Jnanendrachandra Ghosh, a survey was made jointly by the departments of Anthropology and Statistics, of the living condition of students of the

city of Calcutta. P. C. Gupta was entrusted by the Government of India, to write the history of the military operations of the Indian National Army during the last World War.

The above outline will give an indication of the nature and extent of the research activities of the post-graduate departments of the University during the period under review.

THE SPIRIT OF THE UNIVERSE

Asutosh Mookerjee had assembled intellectual celebrities from all corners of India in the University and had made the post-graduate department a cross-section of Indian scholarship. After him, as a matter of course, the University transcended national boundaries. The practice gained currency of inviting foreign scholars of both the East and the West to deliver Readership and Extension lectures on various subjects of interest. In 1948, after India had become an independent member of the family of nations, a scheme for exchange of visiting professors on reciprocal basis was arranged with the Universities of China, U.S.A. and Italy. Amiya Chakravarti of the Department of English, was the first to visit U.S.A. under this scheme. In 1950, the Government of India initiated a Cultural Relations Scheme by which exchange of scholars was arranged with foreign countries for higher post-graduate study. Under this scheme, in the first year, three Indian students of the Calcutta University went abroad and six students from South Africa, France, Tibet, British West Indies, Ceylon and Egypt were admitted into different courses of study at this University.

Thenceforward, teachers and research workers of the University have been on ever-increasing demand abroad, in the West and in the East. Many of them, during the period under review, were invited every year as visiting professors of foreign universities, mainly American. Many were invited also to represent the University or India at international conferences, seminars and meetings of various bodies of the United Nations and similar national and international organizations. Many were sent on cultural and scientific missions, either by the University itself or by the Government or by other national bodies. Prominent among these ambassadors of the University, to name only a few, were Professor Meghnad Saha, Professor

Satyendranath Bose, Professor Sisirkumar Mitra, Professor Bireschandra Guha, Professor Pramathanath Banerjee, Professor Stella Kramrisch, Professor Niharranjan Ray, Professor Suniti Kumar Chatterji, Tripurari Chakravarti and Kalidas Nag. Towards the beginning of 1954, Professor Niharranjan Ray was deputed by the University, at the request of the Government of Burma, to work as Adviser on Cultural Affairs to that Government, for a one year's term which was later extended for another year. In 1950, R. C. Bose and in 1951, S. N. Roy, both of the Department of Statistics, joined the University of North Carolina at its invitation as Professors of Mathematical Statistics. The University has now attained a unique place in the international fellowship of learning.

With more frequent exchange of students and teachers between India and the rest of the world, arrangement for the teaching of foreign languages became an imperative necessity. The foreign language classes of the University in French, German, Chinese, Tibetan and Russian became increasingly popular. At present, there are arrangements for teaching in twenty-six languages, Indian and foreign.

IMPACT OF THE WAR AND ITS AFTERMATH

Towards the end of 1941, the Second World War spread out in the Pacific and began fast approaching the borders of India. By March, Singapore, Malay and Burma fell and streams of refugees from Burma began to pour in. Calcutta was seized by panic and was depopulated by a continuous exodus of people. The student community and the University were equally affected. The Senate changed the regulations empowering the Syndicate to take all necessary measures during the War relating to admission and withdrawal of students, their residence, conditions of study and examinations, conditions to be fulfilled by affiliated colleges and recognised schools and all matters of control and supervision thereof. The Syndicate had to meet almost every day and sometimes twice a day during the Christmas holidays. The reopening of schools and colleges had to be deferred and examinations were put off behind the appointed time.

The war threw up a more serious problem than the exodus. It was the need of providing safety measures against air raids in

the institutions within the danger zone and of finding money for that purpose. The feasibility of shifting some of the colleges outside the danger zone or of starting branches of such colleges in safer country areas, the relaxation of rules for students who had shifted from danger zones, the subsidization of schools and colleges continuing in danger zones with depleted roll strength and fee income, the relief of teachers thrown out of employment, all these problems confronted the Syndicate and demanded a quick answer. Many pleaded for the closing down of schools and colleges and for complete suspension of academic activities.

The University did not yield to this counsel of despair. After a series of conferences held between the Syndicate and headmasters and principals of schools and colleges of Calcutta a number of measures were adopted, among which the following may be mentioned.

- (i) All schools, colleges and hostels situated in danger zones were asked to introduce measures for Anti-Air Raid Precaution before reopening.
- (ii) Regular instructions in Anti-Air Raid Precaution in these institutions were recommended.
- (iii) Shortage of attendance was recommended to be condoned and test examinations for purposes of University examinations were allowed to be dispensed with in the case of students who had shifted from danger zones. Such students might be given transfer certificates for a definite period under certain conditions.

Many schools had not the resources to make A.R.P. arrangements. For them the University set aside an amount of Rs. 50,000 and the Government of Bengal another amount of Rupees one lakh to be advanced as loan for A.R.P. work. In extreme cases repayment of loan was to be condoned.

This meagre help was not enough to keep the institutions with depleted strength, on their feet. Some dragged on a precarious existence and some had to close down. The Syndicate explored the possibilities of re-grouping a number of depleted schools into a few central schools with adequate A.R.P. arrangements. This was done successfully in the case of girls' schools in Calcutta. But no acceptable scheme could be evolved for the boys' schools.

For the relief of unemployed teachers, the Syndicate approached the Government with a request to absorb them in the A.R.P. department. The Appointments and Information Board maintained a register of such teachers and recommended their names to commercial houses for suitable appointments. The sufferers were but little benefited by these attempts.

Even the colleges which had shifted or started branches outside had to keep a marginal existence. Many of them had no hostel accommodation for students. Out of about 50,000 students who had left Calcutta by 1942, only about 3,000 school students and 300 college students had taken transfer certificates. This means that most of them were cut off from their academic moorings and were set adrift in wide sea. The Government was asked to chalk out a long term plan of evacuation of students from the metropolitan cities and of their distribution in *muffussil* areas. But this was of no avail.

During 1942, the law and post-graduate classes had to be suspended twice, once in January due to panic and evacuation and again in August due to political disturbances. For the rest of the year attendance was small. The activities of the Appointments and Information Board and of the Students' Welfare Committee were seriously hampered. The Barrackpore Agricultural Institute was commandeered by the military authorities and became a casualty of the war. There was heavy strain on the department of the Controller of Examinations. Additional examination centres had to be opened in *muffussil* areas of Bengal, Assam and even outside. Part of the Controller's office was transferred to Berhampore in West Bengal.

The University appointed an expert committee to draw up a scheme for organizing defence squads in each institution with students taught in A.R.P. and other civil defence measures under the direction of trained teachers. The squads were to be mobilized for civil defence in cases of internal commotion and foreign aggression. The scheme was submitted to the Government for approval but was turned down. In December, 1942, Calcutta had the first experience of aerial bombing but it did not raise the anticipated panic and alarm. Probably Calcutta was getting used to the nervous strain of the abnormal situation.

For three years, the authorities and staff of the University grappled with an unprecedented situation with exemplary

courage and calmness. But still, the shock on the generation was an irreparable damage. Most of the students received only an indifferent education. Worse than this was the setback in the sense of values. The war was, however, only the beginning of an evil phase in the spiritual destiny of the nation. It produced chain reactions the results of which were visible in the coming decade.

Like the receding flood which leaves a fertilized soil behind its devastations, the war had one wholesome contribution. The general exodus from the big cities under its impact led to the dispersal of schools and colleges and to the diffusion of secondary and higher education in remote rural areas.

Hardly had the University absorbed the shock of dislocation caused by the war and had begun work after the summer recess in 1942, when the student community was shaken by a wave of political unrest. The national movement had already crossed the walls of the University and touched the students and the teaching fraternity. During the thirties more than a thousand of them were clapped in prison and many faced bullets and batons of the police. During the war the movement took a serious turn. On 9 August, 1942, the leaders of the Indian National Congress were taken under arrest and this let loose a commotion which convulsed the whole country. Many students and teachers got involved in it and were thrown behind the prison bars under the Defence of India Act and other emergency restrictive measures. The serenity of academic life, already rudely disturbed, now melted away altogether. The Syndicate again called a series of conferences of heads of institutions. Schools and colleges were closed. In September, opening for six days only, these were closed from the seventh day for the *Puja* (autumnal) holidays. Even those students who wanted to join their classes were scared by mob violence, *lathi*-charge and shooting by the police.

The exploits of the Azad Hind Army led by Subhaschandra Bose sent a thrill of excitement all over the country and the students of Bengal had more than their share of it. The trial of three officers of the Azad Hind Army at the Red Fort of Delhi brought the patriotic fervour of the students and youth to a high pitch. In November, 1945, a students' procession was fired upon on the streets of Calcutta and some promising young

lives were lost. Syamaprasad Mookerjee, then President of the Council of Post-Graduate Teaching in Arts and the leading spirit of the Syndicate, was on the spot at the time of the tension, pleading with the police chiefs for exercise of restraint.

War and internal disturbances were only the first two instalments of misery. The war was accompanied by the military strategy of the scorched earth. Essential food-stuffs were requisitioned and centralized under Government control. The small quantity that was left for civil consumption went into the bottomless pit of black-marketeers. In 1943 Bengal fell victim to an artificial famine. To add to the sufferings, a severe cyclone swept over the district of Midnapore, one of the major rice-producing areas of Bengal. The flood and famine took a toll of more than ten lakhs of lives. Bengal was reduced to the depth of misery and destitution. The situation was aptly described by the Chancellor: "All the four horsemen of the Apocalypse, war, famine, pestilence and death have ridden hard over the plains of Bengal."

Devastations caused by the scorched earth policy, by military and police reprisals and by flood and famine were followed by a more far-reaching calamity in national life. The Muslim League declared 16 August, 1946, as a day of Direct Action. The day broke with a mad fury of communal killings between Hindus and Muslims. For five days Calcutta was on the vortex of anarchy. Along with normal civic life, academic life also was completely paralysed. The riot continued with intermittent virulence for about two months after which it flared up again with renewed fury on 15 October in Noakhali in eastern Bengal. The repercussion was felt all over India in varying intensity with murder, loot and arson. Through a year of terrible ordeal the University and its institutions somehow managed to survive.

But, then, almost on the heels, was announced the independence and the partitioning of the country, which gave the signal for one more round of communal killing on a mass scale. Bengal was carved out into the two pieces of West Bengal and East Pakistan, the former getting about one-third of the territory of the province. The University lost more than half of its burden and much more of its resources. Apart from financial stringency, the partition inflicted a terrible blow on the economic and educational life of the people. Truncated West Bengal had to begin

her life under severe handicaps. The incessant influx of refugees from East Pakistan was more than the tiny State could bear. Most of them belonged to lower middle class families with a proud cultural heritage. Young boys and girls came with an educational hunger no less than the physical. To provide them with educational opportunities was a sacred duty of the nation and of the University. With their own initiative and with the co-operation of all concerned, schools and colleges sprouted up. Within six months from 15 August, 1947, *i.e.*, the day of partition, eight new colleges and forty-eight new high schools were given recognition. Many colleges of Calcutta began working in two and three shifts. In 1950, rules were relaxed for the benefit of refugee students seeking migration to schools and colleges and appearing in the examinations of the University.

But these steps did not even touch the main problem. Schools, colleges and remission of fees are of small worth unless the student is assured an academic atmosphere and healthy conditions of living. The mounting rush of number, along with rising prices, unemployment and economic crisis created a situation which no University or educational institution could meet and bear without a great deal of loss and suffering.

TUSSLE OVER SECONDARY EDUCATION

Towards the middle of the thirties, the Government of Bengal which was then under the Muslim League party, moved ahead with its decision to separate secondary education from the jurisdiction of the University. In 1937, an official Bill was introduced in the Bengal Legislative Assembly for the control and organization of secondary education. The question that was posed by the Bill was whether the University, with its ever-increasing activities claiming its full attention, could do justice to the two thousand and odd schools of Bengal and Assam. As early as in 1926, Vice-Chancellor William Ewart Greaves had pleaded for the establishment of a Secondary Education Board outside the University. It is true that the hands of the University were too full. Moreover, the responsibilities were divided and the secondary schools were under dual control. Inspection was done by the Education Directorate and text-books were prescribed partly by them and partly by the University. There was good case for the creation of a separate Board of

Secondary Education. But it was equally necessary that the Board should be an independent body, that the University should be adequately represented on it so that continuity from secondary to university education was maintained, that the Board should have sufficient funds to open vocational schools so as to relieve the congestion in the colleges and that the University should be sufficiently compensated when the Board took over the conduct of the Matriculation Examination. All these issues were side-tracked by the party in power. The Senate opposed the draft of the Bill which was designed to restrict the sphere of the University and of secondary education itself. As the University authorities rightly apprehended, the Bill was a game of "party politics and communal wrangles". In fact, the ruling party had a further plan to start a separate Muslim university in Calcutta with the Islamia College as nucleus, which was frustrated by the staunch opposition of the University and by the rapidly changing political situation of the country.

The Bill was referred to a Select Committee and came back to the Legislature in 1944. The Government did not seek the opinion of the University. The revised Bill was not much of an improvement. The financial provisions made for the Board were meagre and it was under the thumb of the executive. There was no provision for co-ordination with other levels of education. The University had no representation on the Board and was not assured of any compensation for the loss of examination fees. There was separate communal representation in the constitution of the Board, the executive council and the committees. The Senate and the Syndicate made an emphatic protest against this piecemeal and perverse piece of legislation. The report of the Syndicate which was adopted by the Senate at its meeting of 11 May, 1944, condemned the Bill as "designed to make education the sport of party politics or communal passions".

In 1946, negotiations were initiated between the Government and the University through Vice-Chancellor Pramathanath Banerjee, to find an agreed basis for constituting the Board. No agreement could be arrived at. The matter was postponed in view of the coming political changes. In 1949, a Secondary Education Bill came before a new legislature of West Bengal and was piloted by a new Government. In 1951, the West Bengal Secondary Education Act came into force. The

Matriculation became the School Final Examination and the first examination was held under the Board in 1952. The Board took over the control of 1,126 high schools which were so long under the University. The Act gave representation to the University on the Board and provided for compensating the University for the loss of examination fees which was to be determined by a tribunal.

THE UNIVERSITY SHRINKS AND MAKES A RECOVERY

Even before the loss of secondary schools, the jurisdiction of the University had contracted to an appreciable extent. With the partition of the province about two-thirds of the high schools and nearly half of the colleges went out of the University. Assam passed a University Bill and took away the schools and colleges of Assam to feed the new University of Gauhati. The institutions of East Pakistan went under the jurisdiction of the University of Dacca. The depletion is shown by the following figures of 1947.

	Schools	Colleges
Before partition ...	2,300	116
Lost to East Pakistan ...	1,300	24
Lost to Assam ...	220	23
Left to Calcutta University ...	780	69

The fall in the number of examinees in the main examinations was as shown below.

	Matriculation	I.A. and I.Sc.	B.A., B.Sc. and B.Com.
1947 ...	62,000	20,000	7,500
1948 ...	30,000	14,000	5,000

The nett loss in revenue exceeded Rupees ten lakhs. The Government of West Bengal made a generous grant but still the University had to labour under huge deficits. But, as shown in a previous chapter, it had sufficient *élan* to grow its lost limbs. Within eighteen months after the partition, about two hundred high schools and thirty colleges sprang up. Within two years the University turned the corner.

The truncation of the University was a blessing in disguise. It had been overburdened with a load which had crippled its

mobility. The loss of secondary schools and of the colleges of East Pakistan and Assam relieved it of this stultifying burden. It could now travel light and make plans for radical re-orientation of studies which became insistent with far-reaching political changes.

The Visva-Bharati of Santiniketan, the child of Rabindranath Tagore, had so long been sending candidates for our Intermediate, B.A., and B.Sc. Examinations. In 1951, it attained the status of a statutory university under the control of the Government of India. In 1955, another university was incorporated, with the College of Engineering and Technology at Jadavpur, as its nucleus, on the south-eastern outskirts of Calcutta. The Jadavpur University Act provided for the teaching of the humanities and the sciences, besides of engineering and technology in which the college had hitherto specialized. Provision was made to bring all colleges within a radius of two miles from the campus, professional or academic, under the jurisdiction of the new University. Schemes for starting several other universities in different parts of West Bengal are in the offing. It is still too early to say whether these meteorites breaking away from the star will ultimately squeeze the parent body into one of their equal size and brilliance. The decentralization of the examinations which will arise out of this dispersion will perhaps be a welcome relief to the University. But it is a matter of grave doubt, at any rate, to an appreciably large section of the intelligentsia, whether post-graduate teaching and research has reached a stage to be safely broken into fragments and placed under the charge of infant bodies without adequate financial guarantee to feed them and the requisite number of the right type of scholars and teachers.

The war and its aftermath, independence and partition of the country, creation of new universities, social and economic changes, all seem to have combined to deepen the hunger for more and more education. Confined so long to the middle classes, it began to filter down to the bottom and boys and girls of all classes and communities and living in distant villages, began to be attracted into schools and colleges in ever-increasing numbers. Even a casual analysis of the figures of Calcutta University would show the spread of education during the last

twenty-three years despite shrinking of the jurisdiction of the University in 1947, referred to above. At the end of 1933 there were 59 colleges and 1,209 recognised secondary schools under the jurisdiction of the University of Calcutta. At the end of 1947, after the partition, the numbers stood respectively at 69 and 780. After five years, at the end of 1951, there were 1,126 schools recognised by Calcutta University, and the number of affiliated colleges stand today (1956) at 123. The total number of examinations conducted by the University was twenty-eight in 1933, forty-six in 1947 and fifty-two in 1955. The nett progress in the spread of education is shown by the following figures of candidates appearing in the main examinations in 1933 and 1955.

Year	Matri- culation	I.A.	I.Sc.	B.A.	B.Sc.
1933	20,768	4,152	3,703	2,909	865
1955	39,417 (1951)	15,215	13,461	4,644	4,065
Percentage of increase	90	266	264	60	369

Today, quite a good number of Calcutta colleges have to hold classes in more than one shift to enable them to meet the heavy rush of students. Even the post-graduate departments have started feeling the pressure, and in 1956, more than twenty-five per cent. of the graduates seeking admission could not be given any seat.

It is one of the signs of the times that women's education advanced at a faster rate than men's. The following table shows the number of girl candidates and their percentage to the total number of candidates in the main examinations in 1933 and 1955.

Year	Matri- culation		I.A.		I.Sc.		B.A.		B.Sc.	
	No.	p.c.	No.	p.c.	No.	p.c.	No.	p.c.	No.	p.c.
1933	847	4.3	268	6.9	30	0.8	133	4.8	8	0.9
1955	7,006*	21.6*	3,900	34.5	542	4.2	1,644	54.8	800	5.2
Percentage of increase	727		1,355		1,707		1,136		2,400	

The table also shows the increasing bias of girls towards Science as compared with the Arts courses.

*Figures for 1951.

THE INDIAN UNIVERSITIES COMMISSION, 1949, AND
THE CALCUTTA UNIVERSITY ACT, 1951

In 1947, the first Convocation of the University in free India was held under an Indian Chancellor. The dawn of independence underlined the need of developing the resources of the country. A new educational plan and re-organization of the scientific studies became the paramount necessity. This was hinted at by the then Vice-Chancellor and dilated upon by Jawaharlal Nehru who addressed the Convocation in 1946. He exhorted the University authorities to think of educating the human material for free India, of the kind of social structure which will have to be raised, of feeding, clothing and housing every citizen and of training the future citizens for the new order. He also pointed out that an army of men and women would be necessary for the foreign services and the teaching professions which the universities will have to produce.

The need for educational re-organization was felt even before the end of the war. It engaged the attention of the Central Advisory Board of Education which submitted a report commonly known as Sargent's Report. It visualized a "national system of public education" in which "all children must receive enough education to prepare them to earn a living as well as to fulfil themselves as individuals and discharge their duties as citizens". It wanted school work to be "an active apprenticeship to life". It laid down that education, at least between the ages of six to fourteen, should be compulsory and an obligation of the State and that thereafter, it should divert into technical studies. It was expected that this will mitigate the problem of unemployment and relieve the congestion on University education. But the Government of India pleaded lack of funds and like many other reports this also was put in cold storage.

In 1949, an Indian Universities Commission was appointed by the Union Ministry, which included leading educationists of the country with Professor Sarvepalli Radhakrishnan as Chairman, to forge a uniform system of education for the universities of India. The Commission submitted its report within the year, which was referred by the Government of India among others, to Calcutta University for its views. Another Commission was appointed under the Chairmanship of A. L. Mudaliar to re-organize secondary education into a uniform system.

The Mudaliar Commission recommended far-reaching schemes of re-organization on the basis of an eleven years' school course and a three years' degree course throughout the whole of India. These recommendations have been incorporated in the Second Five Year Plan and are now in the process of implementation.

Meanwhile, the need of administrative and constitutional reforms was making itself felt every day from within the University. The sudden and enormous growth in the number of affiliated institutions and the huge influx of students, the almost chronic deficit which the University had been suffering from for years, the post-war and post-partition problems, the new objective situation created by the independence of the country, and the totally undemocratic character of the constitution of the Senate and Syndicate, all cried for immediate reform of the administrative machinery and constitutional structure of the University. The pace was quickened towards a new Act for democratization of the total structure and purification of the machinery of administration.

The Calcutta University Act of 1951 was designed to answer this insistent demand. The year 1951 marks a milestone in the history of the University. In this year, Harendracoomar Mookerjee, a distinguished alumnus, a professor and a benefactor of the University, became its Chancellor as the Governor of West Bengal. This year, the West Bengal Secondary Education Act came into force and the control of over 1,100 high schools was transferred to the Board from the University. This year again, the Visva-Bharati of Santiniketan became a separate University and its students had no longer to sit for the examinations of Calcutta University. Above all, this year the Calcutta University Act was passed in the West Bengal Legislature by which its constitution was completely overhauled.

The Act of 1951 replaced the framework of the older Act of 1904 within which the University had been working. The new Act followed the general outline given in the Universities Commission Report. It provided for closer co-ordination of the colleges under the University and for better utilization of teaching resources. It gave a democratic basis to the structure of the University and redefined the composition, powers and duties of

the various bodies. The Senate is the supreme governing body and its size has been enlarged by the inclusion of elected representatives of the affiliated colleges, the professional colleges, the constituent colleges, University teachers, registered graduates, etc. It has thirteen constituencies, the biggest being that of the registered graduates and the next being that of the affiliated colleges. The Syndicate has been reconstituted as a larger body to include representatives of the Faculties and elected members of the Senate and of the Academic Council. The Academic Council is a new addition being the academic authority of the University which controls and regulates teaching, research and examinations and is responsible for the maintenance of standards thereof. It is composed mainly of teachers with a quota fixed for non-teachers elected by the Senate from among its members.

Amongst the Faculties there are Arts, Science, Law, Medicine, Engineering, Technology, Education, Fine Arts and Music, Agriculture, Commerce, and such others as may be prescribed from time to time by Statutes and Regulations. There are Boards of Studies for the Faculties. There is a Board of Health and a Board of Residence and Discipline for the students.

The first Vice-Chancellor Sambhunath Banerjee was nominated by the Chancellor under section 52 of the Act. The Chancellor also nominated a committee to assist the Vice-Chancellor in the framing of ordinances, statutes, rules and regulations. After this work was complete, electoral rolls for the various constituencies for the election of members to the different bodies were prepared according to the provisions of the first statutes. About 15,000 persons were enrolled as registered graduates out of whom about 117 candidates contested the election for 25 seats of this constituency. About 1,300 persons were enrolled as teachers of affiliated colleges and 24 candidates contested the election for 7 seats of this constituency one of which was reserved for a woman. During 1953, the elections to the Senate and to the Academic Council were held, the constitution of the Faculties was completed and the Deans of the various Faculties were elected. By January 1954, the Syndicate and the Boards of Studies were formed and all the newly constituted bodies began functioning from the appointed day of 12 March, 1954, as notified by the Government.

SPORTS, HEALTH AND WELFARE OF STUDENTS

The University and the affiliated colleges offer facilities for physical education and recreation. Almost every college in Calcutta and many colleges outside have their own students' unions, sporting clubs, gymnasiums and physical instructors. In Calcutta facilities for outdoor sports are very limited. Only three colleges have playing grounds within the compound. A number of colleges have allotted fields in the *Maidan* used singly or shared jointly with others.

For Inter-collegiate games and sports and swimming competitions the University had an Athletic Club which was replaced by the Sports Board in 1949. The Club, later the Board, also used to hold inter-university tournaments in games like football, cricket, hockey, tennis, etc. The number of colleges affiliated to the Sports Board has increased from 16 in 1931 to 57 in 1955-56.

The University teams have many laurels to their credit. Besides running up to the final on many occasions they won all-India inter-university contests. In three consecutive years from 1934 they won the Sir Sultan Ahmed Cup, and the Championship in football in 1941, 1950, 1951 and 1954 ; the championship in tennis in 1941 ; in aquatics in 1941, 1944 and 1951 ; in badminton in 1950 ; in swimming in 1951 ; and in water polo in 1956.

The University has a Rowing Club mainly at the instance and initiative of Satischandra Ghosh, now Treasurer of the University, and Syamaprasad Mookerjee. In 1934, it obtained some land in the Dhakuria Lakes area and shifted to a boat-house in 1936. In 1938, in the first inter-university boat race Calcutta shared honours with Rangoon. In 1951, the Club won the Hooghly Challenge Cup in the all-India Regatta in record time.

The University has its Training Corps with training in infantry and the use of small arms. It has now been absorbed into the National Cadet Corps. It is growing in popularity affiliating more and more colleges and drawing more and more recruits.

But these opportunities for healthy recreation are available only to a few. A large majority of students have to live in unhealthy surroundings and on poor diet, in an atmosphere unsuitable for academic pursuits. The University had a Students Welfare Committee which, under the Act of 1951, was renamed as Board of Health, to look after the health and welfare of the

students. Besides being in charge of sports and games it makes a routine examination of the health of students of selected colleges every year. Its activities include examination of blood, urine and sputum ; X-ray examination of the chest ; issue of defect cards for students examined; examination of eyes and free or concessional supply of glasses ; concessional treatment of dental defects ; cheap supply of medicine ; admission of hospital cases into the Students' Infirmary in the R. G. Kar Medical College Hospital ; and film lectures on health and sanitation.

These benefits are, however, available only to a few hundreds of students every year, while many thousands are in need of them. They thus leave the problem of students' health and welfare practically untouched, a problem which is assuming formidable proportions.

The problem of the educated unemployed became more and more acute during the period under review. Although it was not the responsibility of the University to find employment for the holders of its diplomas and degrees it could not shut its eyes to the problem either. An education which has no bearing on the practical needs of living is today perhaps an anachronism. In 1937, the Appointments and Information Board was established to help students find suitable jobs to build up a career. By and large, its functions were widened to include (i) selection of apprentices for practical training in the industrial concerns, (ii) recommendation of suitable candidates for employment to commercial firms and Government departments, (iii) supply of information to students seeking employment, (iv) organizing courses of lectures on technical subjects and arrangement of tutorial lectures for candidates for public service examinations and (v) lectures, practical classes and certificate examinations for labour officers in jute mills. The last item of work gradually developed into the diploma course in Social Work (Labour Welfare) and ultimately into the Institute of Social Welfare and Business Management with D. K. Sanyal as Director.

As for the mitigation of unemployment, the achievement of the Board was negligible as it was bound to be. In the first year, *i.e.*, in 1937, it secured appointment for 27 boys, in 1938, for 62, in 1942, for 280, and altogether in six years, for 650. Even this modest enterprise was interrupted during the war period.

In a densely congested metropolitan city like Calcutta it is

getting increasingly difficult for students coming from outside to find suitable places for residence. It was, moreover, the responsibility of the colleges and of the University to provide them with lodging under approved conditions. After the war, the pressure of population on the city increased very fast and residential arrangement for incoming students became a serious problem with the University. A Students' Residence Committee was formed which, after the Act of 1951, came under the control of the Board of Residence and Discipline. Besides hostels attached to different affiliated colleges, the University had under its control, in 1953, the Carmichael Hostel for Muslim students of affiliated colleges, a hostel for Buddhist students, a hostel for students of technology, three hostels for post-graduate and undergraduate girl students, and six post-graduate messes for boys in rented houses. This is very far short of requirement. The heavy influx of refugee students has aggravated the problem. There are many whose home is only a shelter for the night or who live in slums where serious academic pursuits are impossible.

Students' examination fees were raised from the year 1952. The expenses for examinations were rising with the rise of prices of stationeries, printing cost, invigilators' remuneration, etc. The University, already hard pressed with financial difficulties and running with heavy deficit, was helpless in the matter. Most unwillingly it had to put a further premium on the education hunger of the lower middle classes who were fighting for survival against overwhelming odds.

STUDENTS' STRUGGLE FOR EDUCATION

In 1954, the post-graduate departments of Statistics and Anthropology, with the co-operation of some other departments, made a survey of the conditions of living and study of undergraduate students in Calcutta. The data were collected from random samples of 859 students of the first- and third-year classes, a little over 4 per cent. of the total. The figures revealed a dismal picture.

32.9 per cent. of students came from families with a *per capita* expenditure of Rupees thirty or less per month, *i.e.*, living below human level. 31 per cent. came from families with a *per capita* expenditure between Rupees thirty and Rupees fifty, *i.e.*, with a bare level of subsistence. The amount included expenditure on

education. 15 per cent. of students were in whole-time jobs and 11 per cent. in part-time ones. The percentage of students earning while learning was higher in the degree classes.

Conditions of residence too were appalling. Hostels and approved messes provided accommodation for 6.1 per cent. ; unrecognized messes accounted for 4.7 per cent. ; mud-built huts gave shelter to 10 per cent. 55 per cent. of students had an average floor space of 24 sq. ft. ; 68 per cent. had to share the bed-room with more than one person ; 64 per cent. read in rooms used for visitors, household purposes, study of others, etc., *i.e.*, where reading was badly disturbed. The bed-room and the reading room were often the same. Only about 15 per cent. of students had rooms exclusively for themselves, for bed and study, combined or separate.

44 per cent. of students had no definite ideas about their future career. 30 per cent. were willing to give up their study for any job worth between Rs. 100 and Rs. 200 per month.

Many students had to do without prescribed text-books. 57 per cent. of students could not buy essential text-books ; 34 per cent. had to supplement by borrowing ; 11 per cent. had to depend entirely on borrowing ; 12 per cent. had no access to all text-books even by borrowing. The percentage was higher in the degree classes.

For 45,804 intermediate and undergraduate students, boys and girls, there were 28 colleges in Calcutta. *Per capita* expenditure incurred by the colleges for their students varied between Rs. 51 and Rs. 1,393 a year. The Presidency College spent Rs. 866 per student. The non-Government colleges, excepting a few missionary institutions, spent on the average, Rs. 115 per student. Of this, 95 per cent. of the costs were realized from students' fees. These colleges were badly overcrowded. In some of them the average floor space per student was as low as 5 square feet. Facilities for library and laboratory work were negligible. Because of the large percentage of failures in English and Bengali, the University introduced compulsory tutorial classes in these subjects from 1952. But the regulations had to be relaxed due to shortage of teachers and rooms in many of the colleges.

The general health of students was considerably affected by high prices and scarcity of food which became permanent after the war. Results of the survey, compared with the figures of

another enquiry made in 1938, showed that the number of students with properly developed body decreased from 30 per cent. to 20 per cent. For 84 per cent. of students there was appreciable deterioration of dietary with complete exclusion of butter and fruits and a very low consumption of fish and milk. Students getting optimum diet costing Rupees two per diem, constituted 6 per cent. ; minimal diet costing Rupee one Annas eight per diem, 10 per cent. ; subsistence diet costing Rupee one per diem, 53 per cent. ; and below subsistence diet costing Annas twelve per diem, 31 per cent. The fourth group lived almost entirely on rice and *dal*. Students having good nourishment accounted for 23·7 per cent. ; moderate nourishment, for 34·7 per cent. ; and those who were under-nourished, for 42·7 per cent. These figures are from analysis of diets. Medical inspection revealed that students suffering from malnutrition formed 40·5 per cent. ; from defective vision, 30 per cent. ; and from minor ailments requiring medical attention, 44·8 per cent. About half the students required immediate medical aid to cure them of ailments which interfered with normal work.

This medical report of the survey may well be supplemented by a report (for 1953) of the Health Directorate of West Bengal, on the school students, given district by district, in reply to an interpellation in the State Legislative Assembly on 1 August, 1956. According to this report, every third school-going student suffered from some disease amongst which the most common were malnutrition and tuberculosis. Next to these were diseases of the mouth, ears, eyes, liver, throat, digestive system and infectious diseases.

It is easily intelligible that students who have to live and work under such conditions should either develop a dull moodiness or mental torpor or should suffer under a perpetual feeling of restlessness and lose their natural sense of values and discipline.

Thirty-eight years ago, the Sadler Commission made the following observation on the life of Calcutta students: "Surrounded as he is by manifold anxieties and housed under dreary conditions, the students tend to become moody, depressed and absorbed in himself and his prospects. He needs, therefore, more than other students of the same age, recreation and diversion". Since then, their conditions have deteriorated much fur-

ther. As Vice-Chancellor Jnanendrachandra Ghosh said, in the foreword to the report of the survey referred to above, "until the general economic condition of the middle classes, who have suffered terribly in Bengal, due to partition and due to the economic policies followed by Government during and after the war, is improved, it will not, for the majority of our students, be possible to improve the condition of home study and work".

As a partial remedy of the situation, Vice-Chancellor Jnanendrachandra Ghosh recommended that Calcutta should have immediately, (i) Day Students' Homes with reading facilities and subsidized meals for 12,000 students, (ii) at least ten new colleges, (iii) fifteen new colleges in the suburbs to relieve congestion in Calcutta, and (iv) help for existing colleges which have to depend mainly on students' fees.

The Government of West Bengal is now going ahead with the plan for having two Day Students' Homes in Calcutta, and have subsidized a few colleges started in the suburban areas under the Dispersal Scheme. Calcutta has seen the birth of only one women's college since 1954. Congestion has not been relieved at all. Number of students seeking collegiate education, academic and professional, has far exceeded the capacity of the existing colleges in Calcutta and in many other places. This shows that school education is spreading faster than opportunities for collegiate education. The only solution of this problem is planned diversion into technical and professional training after the school final stage as recommended by the Secondary Education Commission. Vice-Chancellor Jnanendrachandra Ghosh also gave the hint in his Convocation Address of 1955, that "... future expansion of post-Matriculation education in this city should mostly centre round the concept of occupational institutes". This is no less true of West Bengal as a whole than of Calcutta. The problem is not one of enrolling all applicants on a college register. The problem is one of integrating education with gainful occupation and employment. It has to be tackled at its source.

STUDENTS AND TEACHERS

Jnanendrachandra Ghosh as Vice-Chancellor, often used to say, "The University exists wherever the teacher and students

face one another. . . . What they need most the University needs most". The organic relation between the teacher and the student is the most vital requisite of good teaching and this is what the University is lacking badly. The rapid expansion of education, its mechanisation and maladjustment with practical life, have created an unfortunate gap between the lives of the student and the teacher. C. F. Andrews, while addressing the Convocation in 1938, put his finger at the right spot when he deplored that Indian universities had lost their tradition of *gurukul* in which teachers used to share the life of their students. Students should learn the art of friendship which, Andrews said, was an inspiration in life, as it had been in his own. In recent times Praphullachandra Ray was a noble example of this ideal whose memories are cherished even today by scores of his distinguished pupils. Students and teachers meet each other only in the class room where one side is a non-stop speaker and the other side is a passive listener. In such a setting, students cannot be expected to develop their intellectual capacity and habits of self-discipline.

It was as a first and modest step towards bringing students and teachers together in the service of the country that the annual celebration of the Foundation Day of the University was introduced from 1935. The first Foundation Day was observed on 24 January of the year in the Calcutta *Maidan* with route march, play of band and physical drill. Its object was thus explained by the then Vice-Chancellor Syamaprasad Mookerjee:

"What the University has always aimed at is that each college under its jurisdiction should steadfastly carry on a programme of activities for the benefit of its students and strive to equip them for active service in different spheres of useful and constructive work . . . If, with the co-operation of the Principals and professors and the students themselves, a scheme of work, aiming at simultaneous growth of intellect and building of health and character steadily continues and develops, if this can gradually sow the seeds of unity, organization and discipline . . . we shall be helping to create a new Bengal . . . "

This, however, remained a dream never realized.

During October and December, 1954, the Board of Students' Health and Welfare organized three Youth Leadership Training Camps to train teachers and senior students in social service work in villages. This is a new approach and, if followed up in right

spirit, promises to build up a sense of fellowship among the campers and to bring the University nearer to the people.

THE PRESENT POSITION

During the second quarter of this century University education expanded rather too fast for its old and outmoded framework. Existing institutions could not bear the strain of the increasing rush on their rolls. While the number of students multiplied from year to year the arrangements and methods of teaching remained the same. The classes were overcrowded, the atmosphere was noisy and disturbing. The teacher was a talking machine and the student a dumb receiving box. As C. F. Andrews observed in his address to the Convocation of 1938, "The crowded class room is sub-personal, subhuman, herdlike. It does not carry men forward into that sphere of 'plain living and high thinking' which alone can produce the scholar, the artist, the thinker and the man of affairs."

Years ago Praphullachandra Ray deplored that the University had become a "factory for mass production of graduates". Jadunath Sarkar noted with regret in 1951, the "decline in the mental capacity and scholarship of our boys". There is hardly any doubt that the gain in quantity has been offset by the loss in quality. The mechanical examination system, defective teaching, expenses of education, decline of the middle class and many other factors are responsible for the fall of standard.

There is, however, one important factor which has not received the attention it deserves. One of the basic requisites of a sound educational system is the quality and dignity of teachers. None of these are expected in the midst of grinding poverty. From the primary to the post-graduate stage, teaching is a poor man's profession. While the cost of living has increased about 250 per cent. above the pre-war level, the income of teachers, on the average, has not even risen by 20 per cent. Young men of promise and talents are attracted to the public services in preference to an educational career. The standards of higher teaching and research are suffering in consequence. The Universities Commission made recommendations for uniform scales of salary for teaching and administrative services. These still remain to be implemented. Moreover, teachers who have specialized in technical subjects are attracted by the Govern-

ments and commercial bodies with more lucrative offer. It is understandable that the University, in its present position, cannot offer competitive salaries against such resourceful rivals. But if education is to be saved, means will have to be found out to obviate glaring disparities.

Situated in the heart of a crowded metropolis, the most congested city of Asia, the University is badly cramped for space. It has no hall adequate for holding the Convocation. The libraries, record rooms, laboratories and museums are congested beyond capacity. There are not enough rooms for post-graduate classes and research. The buildings are scattered all over the city. The post-graduate Colleges of Arts and of Commerce, the Law College, the Central Library, the offices of the Registrar and of the Controller of Examinations are situated in the two main buildings on the College Square. The post-graduate Colleges of Science and of Technology and the laboratories are divided between 92 Upper Circular Road and 35 Ballygunge Circular Road. The Press is at 48 Hazra Road. The Women's College of Domestic Science is located in a rented building at 45 Beniatola Lane and the Teachers' Training Department, again in a rented building, at 95 Russa Road. For easy co-ordination and for the maintenance of an academic climate the University needs to be concentrated around its nucleus. By acquisition of the College Square and the areas and buildings near about, it may be possible to create a spacious and self-contained University campus free from the cramped and noisy atmosphere which now prevails here. The other alternative is to take the University away from the din and bustle of the city. The proposal has been in the air for some time. But perhaps the University has its roots too deep in Calcutta to bear such transplantation.

The isolation of the University from the people of the soil for the first eight decades of its life, was broken with the introduction of the vernacular as medium of instruction and examination in the Matriculation and thereafter, as an optional medium of the Intermediate and the main degree examinations. With the spread of schools and colleges in rural areas, accelerated since the last war, the University marched farther into the heart of the country. Today, the impregnable wall which divided the nation for long into two races, is fast being demolished.

In 1949, India became a sovereign republic having a constitution with adult suffrage as its basis. About seventeen crores of men and women got the vote of whom about only 10 per cent. were literate. The supreme task was to educate the masses of the country. A radical re-orientation of the educational pattern has become the crying need of the hour.

While it is incumbent on us to bring the letters to every child of the soil and to give everyone a training to meet the requirements of living, it is no less incumbent to produce finer minds, persons of superior intelligence, strength and character who alone can raise the level of the common man. In the craze for vocationalization of education, for its expansion and diffusion among the masses, for technical and scientific training, it will be sad to lose sight of the humanist and spiritual core of education on which Calcutta University will live and remain the mainspring of India's cultural life. It is worth remembering what Bacon said when England was before a similar cross-road in her national life: "I cannot call upon men to sell their books and build furnaces, quitting and forsaking Minerva and the Muses and relying upon Vulcan".

APPENDIX ONE

CHANCELLORS

- 1857 The Right Hon'ble Charles John, Earl of Canning.
- 1862 The Right Hon'ble James Bruce, Earl of Elgin and Kincardine,
KT., G.C.B.
- 1863 The Right Hon'ble Sir John Laird Mair Lawrence, Bart., G.C.B.,
K.C.S.I.
- 1869 The Right Hon'ble Richard Southwell Bourke, Earl of Mayo, K.P.
- 1872 The Right Hon'ble Francis Baron Napier of Merchiston, KT.
„ The Right Hon'ble Thomas George Baring, Baron of North-
brook P.C.
- 1876 The Right Hon'ble Edward Robert Lytton, Bulwer-Lytton, Baron
Lytton.
- 1880 The Most Hon'ble Sir George Frederick Samuel Robinson, Mar-
quis of Ripon, K.C., P.C.
- 1885 The Right Hon'ble Sir Frederick Temple, Hamilton Temple, Earl
of Dufferin, K.P., G.C.B., G.C.M.G., P.C., F.R.S., D.C.L.
- 1888 The Most Hon'ble Henry Charles Keith, Marquis of Lansdowne,
G.C.M.G.
- 1894 The Right Hon'ble Victor Alexander Bruce, Earl of Elgin and
Kincardine, P.C., LL.D., D.Litt.
- 1899 The Right Hon'ble George Nathaniel, Baron Curzon of Kedleston,
F.R.S., P.C., G.M.S.I., G.M.I.E., M.A.
- 1904 The Right Hon'ble Arthur Oliver Villiers, Baron Ampthill, G.C.I.E.
„ The Right Hon'ble George Nathaniel, Baron Curzon of Kedle-
ston, F.R.S., P.C., G.M.S.I., G.M.I.E., M.A.
- 1905 The Right Hon'ble Sir Gilbert John Elliot-Murray-Kynynmound,
Earl of Minto, P.C., G.C.M.G.
- 1911 The Right Hon'ble Charles Baron Hardinge of Penshurst, P.C.,
G.C.B., G.C.M.G., G.C.V.O., G.M.S.I., G.M.I.E., I.S.O., M.A., LL.D.
- 1916 The Right Hon'ble Sir Frederic John Napier Thesiger, Baron
Chelmsford, P.C., G.C.S.I., G.C.M.G., G.C.I.E.
- 1921 The Right Hon'ble Lawrence John Lumley Dundas, Earl of
Ronaldshay, G.C.I.E., D.Litt.
- 1922 Sir Henry Wheeler, K.C.I.E., C.S.I., I.C.S. (From 24th to 27th March,
1922)
„ The Right Hon'ble Victor Alexander George Robert Bulwer-
Lytton, Earl of Lytton, P.C., G.C.I.E., M.A.

420 HUNDRED YEARS OF THE UNIVERSITY OF CALCUTTA

- 1925 Sir John Henry Kerr, K.C.S.I., K.C.I.E. (From 10th April to 7th August, 1925)
 „ The Right Hon'ble Victor Alexander George Robert Bulwer-Lytton, Earl of Lytton, P.C., G.C.I.E., M.A.
- 1926 Sir Hugh Lansdown Stephenson, K.C.I.E., C.S.I., I.C.S. (From 11th June to 10th October, 1926)
 „ The Right Hon'ble Victor Alexander George Robert Bulwer-Lytton, Earl of Lytton, P.C., G.C.I.E., M.A., D.L.
- 1927 Colonel the Right Hon'ble Sir Francis Stanley Jackson, P.C., G.C.I.E.
- 1930 Sir Hugh Lansdown Stephenson, K.C.S.I., K.C.I.E., I.C.S. (For four months from 5th June)
 „ Colonel the Right Hon'ble Sir Francis Stanley Jackson, P.C., G.C.I.E., D.L.
- 1932 The Right Hon'ble Sir John Anderson, P.C., G.C.B., G.C.I.E.
- 1934 Sir John Ackroyd Woodhead, K.C.S.I., I.C.S. (For four months from 9th August, 1934)
 „ The Right Hon'ble Sir John Anderson, P.C., G.C.B., G.C.I.E., D.L.
- 1937 The Right Hon'ble Lord Brabourne, M.C., G.C.S.I., G.C.I.E.
- 1938 Sir Robert Neil Reid, K.C.S.I., K.C.I.E., I.C.S. (For four months from 25th June, 1938)
 „ The Right Hon'ble Lord Brabourne, M.C., G.C.S.I., G.C.I.E.
- 1939 Sir Robert Neil Reid, K.C.S.I., K.C.I.E., I.C.S. (From 25th February to 11th June, 1939)
 „ Sir John Ackroyd Woodhead, K.C.S.I., I.C.S. (From 12th June to 17th November, 1939)
 „ Sir John Arthur Herbert, G.C.I.E.
- 1944 Sir Thomas George Rutherford, K.C.S.I., C.I.E., I.C.S.
 „ The Right Hon'ble Richard Gardiner Casey, C.H., D.S.O.
- 1946 Sir Frederick John Burrows, G.C.I.E.
- 1947 Sri Chakravarti Rajagopalacharia
 „ Sri Brojendralal Mitter, K.C.S.I., M.A., B.L., Barrister-at-Law (From 10th to 24th November, 1947)
 „ Sri Chakravarti Rajagopalacharia
- 1948 Dr. Kailasnath Katju, M.A., LL.D., D.Litt.
- 1951 Dr. Harendracoomar Mookerjee, M.A., Ph.D., D.Litt.
- 1956 Sri Phanibhusan Chakrabarti, M.A., B.L. (From 8th August to 3rd November, 1956)
- 1956 Srimati Padmaja Naidu

RECTORS

- 1904 The Hon'ble Sir Andrew Henderson Leith Fraser, K.C.S.I., M.A., LL.D.
- 1906 The Hon'ble Mr. L. Hare, C.S.I., C.I.E.
 „ The Hon'ble Mr. F. A. Slacke, C.S.I., B.A.
 „ The Hon'ble Sir Andrew Henderson Leith Fraser, K.C.S.I., M.A., LL.D., D.Litt.
- 1909 The Hon'ble Sir Edward Normal Baker, K.C.S.I.
- 1911 The Hon'ble Sir Frederic William Duke, K.C.I.E., C.S.I.
- 1912 The Right Hon'ble Thomas David Gibson, Baron Carmichael of Skirling, G.C.I.E., K.C.M.G., M.A.
- 1917 The Right Hon'ble Lawrence John Lumley Dundas, Earl of Ronaldshay, G.C.I.E., D.Litt.

VICE-CHANCELLORS

The Hon'ble Sir James William Colvile, 24th January, 1857.

Born 1810. Educated at Eton and Trinity College, Cambridge; Called to the Bar from the Inner Temple 1835; Advocate-General, Bengal, 1854; President of the Council of Education (Lower Provinces), 1848; President, Asiatic Society of Bengal; Chief Justice of the Supreme Court, 1855-1859; First Vice-Chancellor of the University; Later became Member of the Judicial Committee of the Privy Council.

The Hon'ble William Ritchie, 25th January, 1859.

Born 1816; Educated at Eton and Trinity College, Cambridge; Called to the Bar from the Inner Temple and joined the Bar in Calcutta in or about 1840; Advocate-General of Bengal; Member of the Supreme Council from September 1861 till his death in March 1862.

The Hon'ble Claudius James Erskine, 8th April, 1862.

Born 1821; Educated at St. Andrews and Haileybury, I.C.S.; First Director of Public Instruction in western India, 1855-59; Additional Member of the Governor-General's Legislative Council 1860; Judge of the Bombay High Court; Retired as Member of the Council, Bombay in 1871.

The Hon'ble Henry James Sumner Maine, LL.D., 27th March, 1863 (for two terms).

Born 1822. Educated at Christ's Hospital, London and Pembroke College, Cambridge; Tutor at Trinity Hall, 1845-47; Regius Professor

of Civil Law 1847-54 ; Called to the Bar from the Lincoln's Inn and the Middle Temple 1850 ; Author: *Ancient Law, etc.* ; Legal Member of the Supreme Council in India from November 1862 to October, 1869 ; Corpus Professor of Jurisprudence 1871-78 ; Master of Trinity Hall, Cambridge, 1877-88 ; Whewell Professor of International Law at Cambridge, 1877.

The Hon'ble Justice Walter Scott Seton-Karr, c.s., 28th March, 1867.

Educated at Rugby and Haileybury: i.c.s. ; Under-Secretary to the Government of Bengal 1847-53 ; President of the Indigo Commission, 1860 ; Puisne Judge of the Calcutta High Court, 1862-68 ; Secretary to the Government of India in the Foreign Department, 1868.

The Hon'ble Edward Clive Bayley, c.s.i., c.s., 22nd April, 1869 (for three terms).

Born 1821, Educated at Haileybury: i.c.s. ; Came to India in 1842 and served in the North Western Province and the Punjab ; Called to the Bar from the Middle Temple, 1857 ; In the Mutiny was Under-Secretary to Sir J. P. Grant, Lieutenant Governor of Central Provinces ; Home Secretary to the Government of India, 1862-1872 ; Member of the Supreme Council, 1873-78.

The Hon'ble Arthur Hobhouse, q.c., 18th March, 1875.

Born 1819 ; Educated at Eton and Balliol College, Oxford ; Called to the Bar from Lincoln's Inn, 1846 ; Q.C. 1862 ; Legal Member of the Supreme Council of India, 1872-77 ; made a Peer 1885 ; Member of the Judicial Committee of the Privy Council 1881-1901.

The Hon'ble Justice William Markby, M.A., 30th March, 1877.

Born 1829 ; Educated at King Edward's School, Bury St. Edmunds, and Merton College, Oxford ; Fellow of All Soul's College and Fellow of Balliol College ; Called to the Bar, 1856 ; Puisne Judge of the Calcutta High Court, 1866-78 ; Reader in Indian Law, University of Oxford, 1878-1900. Author: *Elements of Law, etc.*

The Hon'ble Sir Alexander John Arbuthnot, K.C.S.I., C.I.E., 6th September, 1878.

Born 1822 ; Educated at Rugby and Haileybury: i.c.s. ; Entered Madras Service 1842 ; Director of Public Instruction, Madras, 1845 ; Chief Secretary to the Government of Madras, 1862 ; Actg. Governor of Madras, February to May, 1872 ; Member of the Supreme Council and President of the Council ; also Vice-Chancellor of Madras University ; Member of the Council of India, 1887-1897.

The Hon'ble Justice Arthur Wilson, M.A., 19th March, 1880.

Born 1837. Called to the Bar from the Inner Temple, 1862; Puisne Judge of the Calcutta High Court, 1878; Member of the Judicial Committee of the Privy Council in 1902.

The Hon'ble Herbert John Reynolds, B.A., C.S., 2nd February, 1883.

Born 1832. Educated at Eton and King's College, Cambridge; I.C.S.; Entered Bengal Service 1856; Revenue Secretary to the Government of Bengal; Member of the Board of Revenue, Bengal, and of the Governor-General's Council for some years; President of the Opium Commission 1883.

The Hon'ble Courtenay Peregrine Ilbert, M.A., C.S.I., C.I.E., 5th February, 1886.

Born 1841; Educated at Marlborough and Balliol College, Oxford; Called to the Bar from Lincoln's Inn, 1869; Legal Member of the Supreme Council 1882-86 and was in charge of the Ilbert Bill which raised much opposition; Clerk to the House of Commons, 1901. Author: *Government of India; Legislative Methods and Forms, etc.*

The Hon'ble William Wilson Hunter, B.A., C.S.I., C.I.E., LL.D., C.S., 2nd November, 1886.

Born 1840; Educated at Glasgow Academy and University: I.C.S.; Entered Bengal Civil Service, 1862; Director-General of Statistics, 1871; Published *Statistical Account of Bengal* (20 volumes) 1875-77 and in all 128 volumes of Local Gazetteers from which he prepared *Imperial Gazetteers of India* (9 volumes), 1881; President of the Education Commission, 1882; Member of the Indian Finance Commission, 1886.

The Hon'ble Sir William Comer Petheram, Kt., Q.C., 10th June, 1887.

Born 1835; Called to the Bar from the Middle Temple, 1869; Q.C. 1880; Chief Justice of North-Western Province, 1884; Chief Justice, Calcutta High Court, 1886-1896.

The Hon'ble Justice Gooroodas Banerjee, M.A., D.L., 1st January, 1890.

Born 1844; Educated at Presidency College, Calcutta. M.A. Calcutta University, 1864. B.L. Joined Calcutta High Court, 1872; Doctor of Law, 1877; Tagore Law Professor, 1878. Puisne Judge of the Calcutta High Court, 1889; Member of the Indian Universities Commission, 1902. Ph.D. (*Honoris Causa*), Calcutta.

The Hon'ble Justice Jones Quain Pigot, B.A., 1st January, 1893.

Puisne Judge of the Calcutta High Court.

Sir Alfred Woodley Croft, K.C.I.E., M.A., 19th December, 1893.

Born 1841 ; Educated at Exeter College, Oxford ; Entered Bengal Education Department, 1866 ; Director of Public Instruction, Bengal, 1877-1898 ; Member of the Education Commission of 1882 ; Member, Bengal Legislative Council 1887-92.

The Hon'ble Justice E. J. Trevelyan, 1st January, 1897.

Puisne Judge of the Calcutta High Court.

The Hon'ble Sir William Francis Maclean, K.C.I.E., Q.C., M.A., 10th May, 1898.

Born 1844 ; Educated at Westminster and Trinity College, Cambridge ; Called to the Bar from the Inner Temple, 1868 ; Q.C. 1886 ; M.P. for Mid-Oxfordshire, 1865-91 ; Chief Justice of Calcutta High Court, 1896.

The Hon'ble Sir Thomas Raleigh, K.C.S.I., M.A., D.C.I., 24th August, 1900 (for two terms).

Born 1850 ; Educated at Edinburgh and Balliol College, Oxford ; Fellow of All Soul's College ; Called to the Bar, 1877 ; Reader in English Law, Oxford ; Registrar of the Privy Council, 1896-99 ; Legal Member of the Supreme Council in India, 1899-1904.

Sir Alexander Pedler, Kt., C.S.I., F.R.S., 2nd April, 1904.

Born 1849 ; Joined Bengal Education Department, 1873 ; Professor of Chemistry, Presidency College, Calcutta ; Principal, Presidency College, Calcutta, 1896 ; Director of Public Instruction, Bengal, 1889 ; Member, Imperial Legislative Council, 1903.

The Hon'ble Justice Asutosh Mookerjee, M.A., D.L., F.R.A.S., F.R.S.E., F.A.S.B., 31st March, 1906 (for four terms).

Born 1864 ; Educated at Presidency College, Calcutta ; Premchand Roychand Student, 1886 ; Professor of Mathematics, Indian Association for Cultivation of Science, 1889-1892 ; Doctor of Law, 1894 ; Tagore Law Professor, 1898 ; Member, Bengal Legislative Council, 1899 and 1901 ; Member, Imperial Legislative Council, 1903 ; Member, Calcutta Corporation ; Local Member of the Indian Universities Commission, 1902 ; Member of the Calcutta University Commission, 1917 ; President, Councils of Post-Graduate Teaching in Arts and in Science, 1917-1924 ; Puisne Judge, Calcutta High Court, 1904-24 ; Acting Chief Justice of Calcutta High Court, 1920 ; Was again appointed Vice-Chancellor on 4th April, 1921. D.Sc. (*Honoris Causa*), Calcutta.

The Hon'ble Dr. Devaprasad Sarvadhikary, C.I.E., M.A., LL.D., 31st March, 1914 (for two terms).

Born 1862; Educated at Presidency College, Calcutta; Solicitor, Calcutta High Court; University Representative on the Universities Congress of the British Empire, 1912; LL.D. (*Honoris Causa*), Aberdeen.

The Hon'ble Sir Lancelot Sanderson, kt., K.C., M.A., LL.D., 31st March, 1918.

Born 1863; Chairman of the Quarter Sessions for the County of Lancashire, 1927 and of Westmorland Quarter Session since 1936. Chief Justice of Calcutta High Court, 1915-26; Member, Judicial Committee of the Privy Council, 1926-35.

The Hon'ble Dr. Nilratan Sircar, kt., M.A., M.D., 31st March, 1919.

Born 1861; Educated at Calcutta Medical College; Founder of National Soap Factory and National Tannery Co. One of the Founders and President of R. G. Kar Medical College; President, Council of Post-Graduate Teaching in Arts, 1924-27; President, Council of Post-Graduate Teaching in Science, 1924-1943; Member, Bengal Legislative Council; Represented the University of Calcutta at the Conference of the Universities Congress of the British Empire. D.C.L. (*Honoris Causa*), Oxford; LL.D. (*Honoris Causa*), Edinburgh; D.Sc. (*Honoris Causa*), Calcutta.

The Hon'ble Justice Asutosh Mookerjee, kt., M.A., D.L., D.Sc., Ph.D., F.R.A.S., F.R.S.E., F.A.S.B., Saraswati, Sastra-Vachaspati, Sambuddhagamma-Chakrabarti, 4th April, 1921. (See above).

Bhupendranath Basu, M.A., B.L., 4th April, 1923.

Born 1859; Educated at Presidency College, Calcutta; Solicitor, Calcutta High Court; Member, Calcutta Corporation in 1898; President of the Indian National Congress, 1914, Member, Bengal and Imperial Legislative Councils; Member of the Council of the Secretary of State for India 1917; Under-Secretary of State for India; Attended Geneva Conference as a representative of the Government of India; Member of the Royal Commission on Public Services 1923; Member, Executive Council, Government of Bengal.

The Hon'ble Justice Sir William Ewart Greaves, kt., M.A., 8th August, 1924.

Born 1869; Educated, Harrow, Keble College, Oxford; Assistant Master at Evelyns (Oxford) 1894-99; Puisne Judge of the Calcutta High Court 1914-27; Delegate on Indian Delegation to the Assembly of the League of Nations, 1929 and 1930; Delegate on Indian Delegation

to the Hague Conference on the codification of International Law, 1930; Calcutta University Delegate on the Universities Bureau of the British Empire. D.L. (*Honoris Causa*), Calcutta.

Jadunath Sarkar, M.A., 8th August, 1926.

Born 1870; Educated at Rajshahi College and Presidency College, Calcutta; Premchand Roychand Student, 1897; Professor of History, Presidency College, Calcutta, Patna College, Patna, Ravenshaw College, Cuttack; Professor of Indian History at Benares Hindu University, 1917-19; Author: *History of Aurangzeb, Sivaji, Fall of Mughal Empire, etc.* D.Litt. (*Honoris Causa*), Dacca.

Rev. Dr. William Spence Urquhart, M.A., D.Litt., 8th August, 1928.

Born 1877; Educated at Gordon's College, Aberdeen, and New College, Edinburgh, also at Universities of Marburg and Gottingen; Professor of Philosophy, Duff College, Calcutta, 1902; Principal, Scottish Churches College, Calcutta, 1908; Member, Universities Congress of the British Empire, 1921; D.L. (*Honoris Causa*), Calcutta; D.D. (*Honoris Causa*), Aberdeen; Author: *Historical and Eternal Christ, The Upanishads and Life, The Vedanta and Modern Thought, etc.*

Dr. Hassan Suhrawardy, C.B.E., M.D. (Rotanda), F.R.C.S.I., D.P.H., 8th August, 1930 (for two terms).

Born 1884; Member, Bengal Legislative Council, 1921-25; Deputy President of the Council, 1923; Chief Medical Officer, East Indian Railways; Represented Calcutta University at the Universities Congress of the British Empire, 1931; D.Sc. (*Honoris Causa*), Calcutta; LL.D. (*Honoris Causa*), London.

Syamaprasad Mookerjee, M.A., B.L., 8th August, 1934 (for two terms).

Born 1901; Educated at Presidency College, Calcutta; Lecturer, University Law College; Called to the Bar from Lincoln's Inn; President, Council of Post-Graduate Teaching in Arts, 1934-47; President, Council of Post-Graduate Teaching in Science, 1943-45; Member, Bengal Legislative Assembly, 1937-45; Minister to the Government of Bengal, 1941-42; Minister to the Government of India, 1947-50; D.Litt. (*Honoris Causa*), Calcutta; LL.D. (*Honoris Causa*), Benares.

The Hon'ble Mohammad Aziz-ul Huque, C.I.E., B.L., M.L.A., 8th August, 1938 (for two terms).

Born 1892; Educated at Presidency College, Calcutta; Public Prosecutor, Krishnagar Bar; Minister for Education, Bengal, 1934-37; Speaker, Bengal Legislative Assembly, 1937-42; Member, Indian

Franchise Committee; High Commissioner for India in London, 1942-43; Member, Governor-General's Executive Council, 1943-46.

Dr. Bidhanchandra Roy, B.A., M.D., M.R.C.P. (Lond.), F.R.C.S. (Eng.), 13th March, 1942.

Born 1882; President, Indian Medical Council for several times; Mayor of Calcutta for two terms; Member, Bengal Legislative Council; President, Council of Post-Graduate Teaching in Science, 1945-47. Chief Minister, West Bengal since 1948; D.Sc. (*Honoris Causa*), Calcutta and Allahabad.

Dr. Radhabinod Pal, M.A., D.L., 13th March, 1944.

Tagore Law Professor, 1925, 1930, and 1938. Some time Acting Judge, Calcutta High Court; Judge, International Military Tribunal for trial of war-criminals of Far East, Tokyo.

Pramathanath Banerjee, M.A., B.L., 13th March, 1946 (for two terms).

Born 1894; Educated at Presidency College, Calcutta; Called to the Bar from Lincoln's Inn; Premchand Roychand Student, 1919; Lecturer, Post-Graduate Department in History, Calcutta University; Minister to the Government of Bengal, 1941-43; Principal, University College of Law since 1937; President, Council of Post-Graduate Teaching in Arts, 1947-49; President, Council of Post-Graduate Teaching in Science, 1949; Delegate to the General Conference of UNESCO at Beirut, 1948; Representative on the Commonwealth Universities Conference at Halifax, 1948, Canada; Tagore Law Professor, 1947; LL.D. (*Honoris Causa*), McGill (Canada); D.Litt. (*Honoris Causa*), Calcutta.

Charuchandra Biswas, M.A., B.L., 24th September, 1949.

Born 1888; Educated at Presidency College, Calcutta; Puisne Judge, Calcutta High Court; Councillor, Calcutta Corporation 1920-27; Member, Indian Legislative Assembly, 1930-36; Member of of the Radcliff Commission, 1947; Minister to the Government of India, since 1951.

The Hon'ble Justice Sambhunath Banerjee, M.Sc., LL.B., 11th May, 1950.

Educated at Presidency College, Calcutta; Puisne Judge, Calcutta High Court; First Vice-Chancellor under the Calcutta University Act, 15th September 1951; Tagore Law Professor, 1951. LL.D. (*Honoris Causa*), Calcutta.

Dr. Jnanendrachandra Ghosh, D.Sc. (Lond.), 12th March, 1954.

Born 1894. Educated at Presidency College, Calcutta; Professor, Dacca University, 1921-39; Director, Indian Institute of Science,

Bangalore ; Director, Indian Institute of Technology, Hijli, Kharagpur ; Director-General, Industries and Supplies, Government of India ; Member, Planning Commission, Government of India since 1955 ; LL.D. (*Honoris Causa*), Benares.

Sri Nirmalkumar Sidhanta, M.A., 1st August, 1955.

Born 1894. Educated at Scottish Churches College, Calcutta and Presidency College, Calcutta ; Lecturer, School of Oriental Studies, London University, 1922 ; Professor of English, Lucknow University, 1928-51 ; Dean, Lucknow University ; Member, Union Public Service Commission ; Member, Central Advisory Board of Education 1946 ; Chairman, Inter-University Board of India, 1946-48 ; Member and Secretary, Indian Universities Commission, 1948-49 ; Member of the University Grants Commission.

APPENDIX TWO

PROFESSORS OF THE UNIVERSITY

MINTO PROFESSOR OF ECONOMICS

- 1909-12 Professor Manoharlal, M.A.
1914-19 Professor C. J. Hamilton, M.A.
1920-35 Professor Pramathanath Banerjea, M.A., D.Sc. (Lond.), Barrister-at-Law.
1935-40 Professor Jitendraprasad Niyogi, M.A., Ph.D. (Lond.).

UNIVERSITY PROFESSOR OF ECONOMICS

- 1940-47 Professor Jitendraprasad Niyogi, M.A., Ph.D. (Lond.) (*On leave from Dec. '47 to Nov. '50*).
1949 Professor Dwarkanath Ghosh, M.A. (Cantab.). *Officiating from Feb. '49 to Feb. '50*.
1950- Professor Jitendraprasad Niyogi, M.A., Ph.D. (Lond.).

GEORGE V PROFESSOR OF MENTAL AND MORAL SCIENCE

- 1913-20 Professor Brajendranath Seal, M.A., Ph.D., D.Sc.
1921-31 Professor Sarvepalli Radhakrishnan, Kt., M.A., D.Litt.
1931-33 Professor Hiralal Haldar, M.A., Ph.D., *Officiating*.
1933-35 Professor Adityanath Mukherjee, M.A., Ph.D., *Officiating*.
1935-37 Professor Krishnachandra Bhattacharyya, Rai Bahadur, M.A., *Officiating*.
1937-41 Professor Sarvepalli Radhakrishnan, Kt., M.A., D.Litt., D.L.
1942-45 Professor Surendranath Dasgupta, C.I.E., M.A., Ph.D. (Cal.), Ph.D. (Cantab.), D.Litt. (Rome).
1946-50 Professor Susilkumar Maitra, M.A., Ph.D.

ACHARYYA BRAJENDRANATH SEAL PROFESSOR OF MENTAL AND MORAL SCIENCE

- 1950-55 Professor Susilkumar Maitra, M.A., Ph.D.

HARDINGE PROFESSOR OF HIGHER MATHEMATICS

- 1913-16 Professor W. H. Young, M.A., D.Sc., F.R.S.
1917-22 Professor C. E. Cullis, M.A., Ph.D., D.Sc.
1923-35 Professor Ganesh Prasad, M.A., D.Sc.
1935-48 Professor Friedrich Levi, Dr. Phil. (Nat.).
1951-53 Professor Haridas Bagchi, M.A., Ph.D.
1954- Professor Rabindranath Sen, M.A., Ph.D. (Edin.), F.N.I.

CARMICHAEL PROFESSOR OF ANCIENT INDIAN HISTORY AND CULTURE

- 1913-14 Professor G. Thibaut, C.I.E., Ph.D., D.Sc.
 1917-36 Professor D. R. Bhandarkar, M.A., Ph.D.
 1936-52 Professor Hemchandra Raychaudhuri, M.A., Ph.D.
 1952- Professor Jitendranath Banerjee, M.A., Ph.D.

ASUTOSH PROFESSOR OF SANSKRIT

- 1929-34 Professor Bhagabatkumar Goswami, Sastri, M.A., Ph.D.
 1934-35 Professor Prabhatchandra Chakrabarti, M.A., Ph.D.
 1936-42 Professor Vidhusekhar Bhattacharyya, Sastri.
 1948-55 Professor Satkari Mookerjee, M.A., Ph.D.
 1955- Professor Asutosh Bhattacharyya, Sastri, M.A., Ph.D.

ASUTOSH PROFESSOR OF ISLAMIC CULTURE

- 1929- Professor Muhammad Zubair Siddiqi, M.A., LL.B., Ph.D. (Cantab.).

ASUTOSH PROFESSOR OF MEDIAEVAL AND MODERN INDIAN HISTORY

- 1931-44 Professor Surendranath Sen, M.A., Ph.D., B.Litt. (Oxon.).
 1948-55 Professor Indubhusan Banerjee, M.A., Ph.D.
 1955- Professor Narendrakrishna Sinha, M.A., Ph.D.

PALIT PROFESSOR OF CHEMISTRY

- 1916-37 Professor Praphullachandra Ray, Kt., C.I.E., D.Sc., Ph.D., F.C.S.,
 F.R.A.S.
 1937-46 Professor Praphullachandra Mitter, M.A., Ph.D.
 1946-52 Professor Priyadarajan Ray, M.A., F.N.I., A.I.A.S.
 1953- Professor Bhupendranath Ghosh, D.Sc.

PALIT PROFESSOR OF PHYSICS

- 1917-34 Professor Chandrasekhara Venkata Raman, Kt., M.A., D.Sc., Ph.D.,
 LL.D., F.R.S., N.L.
 1934-38 Professor Debendramohan Bose, M.A., B.Sc., Ph.D.
 1938-52 Professor Meghnad Saha, D.Sc., F.R.S. (*on leave from 1st December 1952; died 16th February, 1956*).
 1953- Professor Basantidulal Nagchaudhuri, M.Sc., Ph.D. *Officiating*.

RASHBEHARY GHOSE PROFESSOR OF APPLIED MATHEMATICS

- 1914-19 Professor Ganesh Prasad, M.A., D.Sc.
 1919-22 Professor Sudhansukumar Banerjee, D.Sc.
 1922- Professor Nikhilranjan Sen, B.Sc., Ph.D., F.N.I.

RASHBEHARY GHOSE PROFESSOR OF CHEMISTRY

- 1914-37 Professor Praphullachandra Mitter, M.A., Ph.D.
 1938-50 Professor Jnanendranath Mukherjee, D.Sc. (Lond.), F.R.A.S.B.,
 F.N.I. (*on leave* from 15th Oct. 1945 to 1st Feb. 1950).
 1946- Professor Pulinbehari Sarkar, M.Sc., Dr.es.sc., F.N.I.

RASHBEHARY GHOSE PROFESSOR OF PHYSICS

- 1914-34 Professor Debendramohan Bose, M.A., B.Sc., Ph.D.
 1935-55 Professor Sisirkumar Mitra, D.Sc., F.N.I.

RASHBEHARY GHOSE PROFESSOR OF BOTANY

- 1914-46 Professor S. P. Agharkar, M.A., Ph.D.
 1946-53 Professor Prabhatchandra Sarvadhikari, D.Sc. (Lond.), Ph.D.
 (Lond.), D.I.C., F.L.S.

RASHBEHARY GHOSE PROFESSOR OF APPLIED CHEMISTRY

- 1920-36 Professor Hemendrakumar Sen, M.A., D.Sc.
 1937-44 Professor Bireschandra Guha, M.Sc., Ph.D., D.Sc. (Lond.).
 (*On leave* from July 1944 to June 1947).
 1944-47 Professor Mahendranath Goswami, M.A., Dr.es.sc., *Officiating*.
 1947-48 Professor Bireschandra Guha, M.Sc., Ph.D., D.Sc. (Lond.).
 (*On leave* from July 1948 to July 1953).
 1948-53 Professor Mahendranath Goswami, M.A., Dr.es.sc., *Officiating*.
 1953- Professor Bireschandra Guha, M.Sc., Ph.D., D.Sc. (Lond.).

RASHBEHARY GHOSE PROFESSOR OF APPLIED PHYSICS

- 1920-46 Professor Phanindranath Ghosh, M.A., Ph.D., Sc.D., F.INST.P.
 1947-56 Professor Purnachandra Mahanti, D.Sc., F.INST.P., F.N.I., M.A.I.E.E.

BAGISWARI PROFESSOR OF INDIAN FINE ARTS

- 1921-29 Professor Abanindranath Tagore, C.I.E., D.Litt.
 1932-44 Professor Sahid Suhrawardy, B.A. (Oxon.) (*On leave* from April
 1943 to July 1944).
 1943-44 Professor Ordhendracoomar Gangoly, B.A., Attorney-at-Law,
Acting.
 1946- Professor Niharrajan Ray, M.A., D.Lett. & Phil. (Leyden).

GURUPRASAD SINGH PROFESSOR OF INDIAN LINGUISTICS
AND PHONETICS

- 1921-52 Professor Suniti Kumar Chatterji, M.A., D.Lit. (Lond.).
 1953- Professor Sukumar Sen, M.A., Ph.D.

432 HUNDRED YEARS OF THE UNIVERSITY OF CALCUTTA

GURUPRASAD SINGH PROFESSOR OF PHYSICS

- 1921-23 Professor Meghnad Saha, D.Sc.
1923-35 Professor Sisirkumar Mitra, D.Sc.
1935-44 Professor Bidhubhusan Ray, D.Sc.
1945-56 Professor Satyendranath Bose, M.Sc.

GURUPRASAD SINGH PROFESSOR OF CHEMISTRY

- 1921-38 Professor Jnanendranath Mukherjee, D.Sc.
1938-46 Professor Priyadarajan Ray, M.A., F.N.I.
1946- Professor Jogendrachandra Bardhan, D.Sc. (Cal. and Lond.).

GURUPRASAD SINGH PROFESSOR OF AGRICULTURE

- 1921-31 Professor Nagendranath Ganguli, C.I.E., B.Sc. (Illinois), Ph.D. (Lond.).
1945 Professor Nilratan Dhar, D.Sc., F.I.C. (*did not join*).
1948- Professor Pabitrakumar Sen, M.Sc. (Cal.), Ph.D. (Lond.), D.I.C.

RAMTANU LAHIRI PROFESSOR OF BENGALI LANGUAGE AND LITERATURE

- 1932-46 Professor Khagendranath Mitra, M.A.
1946-55 Professor Srikumar Banerjee, M.A., LL.B., Ph.D.
1956- Professor Sasibhusan Dasgupta, M.A., Ph.D.

UNIVERSITY PROFESSOR OF ENGLISH

- 1914-19 Professor Robert Knox, M.A.
1919-27 Professor H. Stephen, M.A., D.D., Ph.D.
1927-36 Professor Joygopal Banerjee, M.A.
1936-40 Professor Harendracoomar Mookerjee, M.A., Ph.D.

GOORODAS BANNERJEE PROFESSOR OF ENGLISH

- 1945-55 Professor Mohinimohan Bhattacharyya, M.A., LL.B., Ph.D.
1956- Professor Miss Amy Geraldine Stock, B.A. (Oxon.), DIP.IN.ED. (Oxon.).

UNIVERSITY PROFESSOR OF COMPARATIVE PHILOLOGY

- 1913-15 Professor Otto Strauss, Ph.D.
1917-30 Professor Irach Jahangir Sorabji Taraporewala, B.A., Ph.D.

UNIVERSITY PROFESSOR OF BOTANY

- 1918-28 Professor P. Brühl, D.Sc., I.S.O., F.G.S.

UNIVERSITY PROFESSOR OF INTERNATIONAL LAW (PUBLIC AND PRIVATE)

- 1920-23 Professor Arthur Brown, M.A., LL.B.

RASHBEHARY GHOSE PROFESSOR OF CHEMISTRY

- 1914-37 Professor Praphullachandra Mitter, M.A., Ph.D.
 1938-50 Professor Jnanendranath Mukherjee, D.Sc. (Lond.), F.R.A.S.B.,
 F.N.I. (*on leave* from 15th Oct. 1945 to 1st Feb. 1950).
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 (Lond.), D.I.C., F.L.S.

RASHBEHARY GHOSE PROFESSOR OF APPLIED CHEMISTRY

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 1937-44 Professor Bireschandra Guha, M.Sc., Ph.D., D.Sc. (Lond.).
 (*On leave* from July 1944 to June 1947).
 1944-47 Professor Mahendranath Goswami, M.A., Dr.es.sc., *Officiating*.
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 (*On leave* from July 1948 to July 1953).
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 1953- Professor Sukumar Sen, M.A., Ph.D.

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- 1935-44 Professor Bidhubhusan Ray, D.Sc.
- 1945-56 Professor Satyendranath Bose, M.Sc.

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- 1938-46 Professor Priyadarajan Ray, M.A., F.N.I.
- 1946- Professor Jogendrachandra Bardhan, D.Sc. (Cal. and Lond.).

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- 1921-31 Professor Nagendranath Ganguli, C.I.E., B.Sc. (Illinois), Ph.D. (Lond.).
- 1945 Professor Nilratan Dhar, D.Sc., F.I.C. (*did not join*).
- 1948- Professor Pabitrakumar Sen, M.Sc. (Cal.), Ph.D. (Lond.), D.I.C.

RAMTANU LAHIRI PROFESSOR OF BENGALI LANGUAGE AND LITERATURE

- 1932-46 Professor Khagendranath Mitra, M.A.
- 1946-55 Professor Srikumar Banerjee, M.A., LL.B., Ph.D.
- 1956- Professor Sasibhusan Dasgupta, M.A., Ph.D.

UNIVERSITY PROFESSOR OF ENGLISH

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- 1927-36 Professor Joygopal Banerjee, M.A.
- 1936-40 Professor Harendracoomar Mookerjee, M.A., Ph.D.

GOORODAS BANNERJEE PROFESSOR OF ENGLISH

- 1945-55 Professor Mohinimohan Bhattacharyya, M.A., LL.B., Ph.D.
- 1956- Professor Miss Amy Geraldine Stock, B.A. (Oxon.), DIP.IN.ED. (Oxon.).

UNIVERSITY PROFESSOR OF COMPARATIVE PHILOLOGY

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- 1917-30 Professor Irach Jahangir Sorabji Taraporewala, B.A., Ph.D.

UNIVERSITY PROFESSOR OF BOTANY

- 1918-28 Professor P. Brühl, D.Sc., I.S.O., F.G.S.

UNIVERSITY PROFESSOR OF INTERNATIONAL LAW (PUBLIC AND PRIVATE)

- 1920-23 Professor Arthur Brown, M.A., LL.B.

UNIVERSITY PROFESSOR OF ZOOLOGY

- 1920-22 Professor Samarendranath Maulik, M.A., F.Z.S., F.R.M.S.
 1926-31 Professor Basantakumar Das, D.Sc.
 1933-43 Professor Himadrikumar Mookerjee, D.Sc. (Lond.), D.I.C.

NILRATAN SIRCAR PROFESSOR OF ZOOLOGY

- 1943-55 Professor Himadrikumar Mookerjee, D.Sc. (Lond.), D.I.C.
 1956- Professor Jnanendralal Bhaduri, D.Sc.

UNIVERSITY PROFESSOR OF MENTAL AND MORAL PHILOSOPHY

- 1921-31 Professor Hiralal Haldar, M.A., Ph.D.

UNIVERSITY PROFESSOR OF PURE MATHEMATICS

- 1926-32 Professor Syamadas Mookerjee, M.A., Ph.D.

UNIVERSITY PROFESSOR OF ECONOMICS

- 1926-32 Professor Satischandra Ray, M.A.

UNIVERSITY PROFESSOR OF BENGALI

- 1926-32 Professor Dineschandra Sen, B.A., D.Litt.

SPECIAL UNIVERSITY PROFESSOR OF BENGALI LANGUAGE & LITERATURE

- 1932-34 Professor Rabindranath Tagore, D.Litt., N.L.

UNIVERSITY PROFESSOR OF PSYCHOLOGY

- 1939-49 Professor Girindrasekhar Bose, D.Sc., M.B.
 1950- Professor Suhritchandra Mitra, M.A., D.Phil. (Leipzig).

UNIVERSITY PROFESSOR OF ANTHROPOLOGY

- 1940- Professor Kshitisprasad Chattopadhyaya, M.Sc. (Cantab.).

UNIVERSITY PROFESSOR OF PALI

- 1930-38 Professor Benimadhab Barua, B.A., D.Lit. (Lond.).
 1950- Professor Nalinaksha Datta, M.A., Ph.D., D.Lit. (Lond.).

UNIVERSITY PROFESSOR OF ISLAMIC HISTORY AND CULTURE

- 1946 Professor Hasan Ibrahim Hassan, D.Litt. (Cairo), D.Lit. (Lond.)
(did not join).

SURENDRANATH BANERJEA PROFESSOR OF POLITICAL SCIENCE

- 1948- Professor Debendranath Banerjee, M.A.

434 HUNDRED YEARS OF THE UNIVERSITY OF CALCUTTA

UNIVERSITY PROFESSOR OF GEOGRAPHY

- 1949- Professor Sivaprasad Chatterjee, M.Sc., Ph.D. (Lond.), T.D.
(Lond.), F.G.S.

UNIVERSITY PROFESSOR OF PHYSIOLOGY

- 1952- Professor Bijalibehari Sarkar, D.Sc., F.R.S.E.

UNIVERSITY PROFESSOR OF GEOLOGY

- 1952- Professor Nirmalnath Chatterjee, M.Sc.

PROFESSOR OF INDUSTRIAL FINANCE

- 1955- Professor Sarojkumar Basu, M.A., Ph.D.

DISTINCTION OF UNIVERSITY PROFESSOR

DEPARTMENT OF ANCIENT INDIAN HISTORY AND CULTURE

- 1944 Professor Stella Kramrisch, Ph.D.

DEPARTMENT OF ECONOMICS

- 1928 Professor Jehangir C. Coyajee, Kt., B.A., LL.B.
1949 Professor Benoykumar Sarkar, M.A.

DEPARTMENT OF ENGLISH

- 1925 Professor Herambachandra Maitra, M.A., D.Litt.
,, Professor Praphullachandra Ghosh, M.A.

DEPARTMENT OF HISTORY

- 1947 Professor Pramathanath Banerjee, M.A., B.L., D.Litt., LL.D.,
Barrister-at-Law, Vidyavachaspati.

DEPARTMENT OF MATHEMATICS

- 1945 Professor Bhupatimohan Sen, M.A. (Cantab.), M.Sc.

DEPARTMENT OF PALI

- 1925 Professor Benimadhab Barua, M.A., D.Lit. (Lond.).

DEPARTMENT OF PHILOSOPHY

- 1927 Professor Jnanranjan Banerjee, M.A., B.L.
1927 Professor W. S. Urquhart, M.A., D.L., D.Litt., D.D.
1932 Professor Krishnachandra Bhattacharyya, M.A.

DEPARTMENT OF PHYSIOLOGY

- 1928 Professor Subodhchandra Mahalanobis, B.Sc., F.R.S.E.

DEPARTMENT OF SANSKRIT

- 1934 Professor Vidhusekhar Bhattacharyya, Sastri

HONORARY PROFESSOR OF BIOCHEMISTRY

- Professor Upendranath Brahmachari, Kt., M.A., M.D., Ph.D., F.N.I.,
F.R.A.S.B., F.S.M.F. (Bengal).

HONORARY PROFESSOR OF HYGIENE AND PUBLIC HEALTH

- Professor Hassan Suhrawardy, Kt., O.B.E., LL.D. (Lond.), D.Sc.,
M.D., F.R.C.S.I., D.P.H., F.S.M.F. (Bengal).

HONORARY PROFESSOR OF STATISTICS

- Professor Prasantachandra Mahalanobis, M.Sc. (Cantab.), B.Sc.,
F.R.S., F.S.S., F.N.I.

EMERITUS PROFESSORS

MATHEMATICS (PURE)

- 1922 Professor C. E. Cullis, M.A., Ph.D., D.Sc.

CHEMISTRY

- 1937 Professor Praphullachandra Ray, Kt., C.I.E., D.Sc., Ph.D., F.C.S.,
F.R.A.S.B., F.N.I.

PHILOSOPHY

- 1941 Professor Sarvepalli Radhakrishnan, Kt., M.A., D.L., D.Litt.

PHYSIOLOGY

- 1942 Professor Subodhchandra Mahalanobis, B.Sc., F.R.S.E.

BENGALI

- 1946 Professor Khagendranath Mitra, M.A.

COMPARATIVE PHILOLOGY

- 1952 Professor Suniti Kumar Chatterji, M.A., D.Lit. (Lond.).

PHYSICS

- 1955 Professor Meghnad Saha, D.Sc., F.R.S., M.P.
1955 Professor Sisirkumar Mitra, D.Sc., F.N.I.

TAGORE LAW PROFESSOR

PROFESSORS	SUBJECTS
1870 Herbert Cowell	The Hindu Law, being a Treatise on the Law administered exclusively to Hindus.
1871 Herbert Cowell	Ditto
1872 Herbert Cowell	The History and Constitution of the Courts and Legislative Authorities in India.
1873 Shamacharan Sarkar	The Mahomedan Law, being a Digest of the Sunni Code.
1874 Shamacharan Sarkar	The Mahomedan Law, being a Digest of the Sunni Code in part and of the Imamiya Code.
1875 Arthur Philips	The Law relating to the Land Tenures of Lower Bengal.
1876 Dr. Rashbehary Ghose	The Law of Mortgage in India.
1877 Ernest John Trevelyan	The Law relating to Minors in Bengal.
1878 Dr. Gooroodas Banerjee	The Hindu Law of Marriage and Stridhan.
1879 Dr. Trailokyanath Mitra	The Law relating to the Hindu Widow.
1880 Rajkumar Sarbadhikary	The Principles of Hindu Law of Inheritance.
1881 William Fisher Agnew	The Law of Trusts in British India.
1882 Upendranath Mitra	The Law of Limitation and Prescription in British India.
1883 Dr. Julius Jolly	Outlines of a History of the Hindu Law of Partition, Inheritance and Adoption.
1884 Ameer Ali	The Law relating to Gifts, Trusts and Testamentary Disposition among the Mahomedans.
1885 Krishnakamal Bhattacharyya	The Law relating to the Joint Hindu Family.
1886 K. M. Chatterjee	The Law relating to Transfer of Immovable Property <i>inter vivos</i> .
1887 Gilbert Henderson	The Law relating to Wills in India.
1888 Golapchandra Sarkar	The Law of Adoption in India.
1889 Lalmohan Doss	The Law of Riparian Rights, Alluvion and Fishery.
1890 T. A. Pearson	The Law of Agency in British India.
1891 Pandit Prannath Saraswati	The Hindu Law of Endowments.

PROFESSORS	SUBJECTS
1892 Maulavi Muhammad Yoosoof, Khan Bahadur	The Mahomedan Law relating to Marriage, Dower, Divorce, Legitimacy and Guardianship of Minors according to the Sunnis.
1893 Arthur Caspersz	The Law of Estoppel in British India.
1894 Sir Frederic Pollock, Bart.	The Law of Fraud, Misrepresentation and Mistake in British India.
1895 Saradacharan Mitra	The Land Law of Bengal.
1896 Ramcharan Mitra	The Law of Joint Property and Partition in British India.
1897 J. G. Woodroffe	The Law relating to Injunctions and Receivers in British India.
1898 Dr. Asutosh Mukhopadhyay	The Law of Perpetuities in British India.
1899 F. Peacock	The Law of Easements in British India.
1900 Jogeschandra Ray	The Law relating to Torts in British India.
1901 K. Shelly Bonnerjee	The Law of Interpretation of Deeds, Wills and Statutes in British India.
1902 Maulvi Syed Shamsul Huda	The Law of Crimes in British India.
1903 S. R. Das	The Law of <i>Ultra Vires</i> .
1904 Jogendrachunder Ghose	The Hindu Law of Impartible Property including the Law of Endowments.
1905 Kishorilal Sarkar	The Rules of Interpretation in Hindu Law with special reference to the Mimansa Aphorisms as applied to Hindu Law.
1906 Dr. Satischandra Banerjee	The Law of Specific Relief in British India.
1907 Abdur Rahim	The Principles of Mahomedan Jurisprudence according to the Hanifite, Malikite, Shafitite and Hanbalite Schools.
1908 Sripati Ray	Customs and Customary Law.
1909 Dr. Priyanath Sen	The General Principles of Hindu Jurisprudence.
1910 C. O. Remfry	Mercantile Law and Usage including the Law of Sale of Goods with special reference to India.
1911 Dr. A. Suhrawardy	The History of Moslem Legal Institutions with special reference to the Law of Waqf.
1912 B. K. Acharyya	Codification in British India.
1913 Samatulchandra Datta	Law of Compulsory Sales in India.

PROFESSORS	SUBJECTS
1914 Dr. S. C. Bagchi	Principles of the Law of Corporations with special reference to India.
1915 Dr. Henry Solus	The Spirit of French Civil Law.
1916 P. K. Sen	The Law of Monopolies in British India.
1917 K. P. Jayaswal	Manu and Yajnavalkya—a comparison and a contrast.
1918 Nagendranath Ghosh	Comparative Administrative Law with special reference to the Organisation and Legal position of the Administrative Authorities in British India.
1919 Dr. Westel Woodbury Willoughby	The Fundamental Concepts of Public Law.
1920 K. Subramanyam	The Principles of Criminology with special reference to their application in India.
1921 Karunamay Basu	Modern Theories of Jurisprudence.
1922 Dr. J. W. Garner	The Development of International Law in the Twentieth Century.
1923 John Hartman Morgan,	Federalism within the British Empire with special reference to India.
1924 Sir Tej Bahadur Sapru (resigned)	Constitutional Law with special reference to the British Empire.
1925 Dr. Radhabinod Pal	The History of the Law of Primogeniture with special reference to India, Ancient and Modern.
1926 C. K. Allen	Sources of Law.
1927 Dinshaw Fardunji Mulla	The Principles and History of Insolvency with special reference to India and Indian Practices.
1928 P. H. Winfield	The Province of the Law of Torts.
1929 Dr. P. K. Sen	Penology.
1930 Dr. Radhabinod Pal	The History of Hindu Law in the Vedic Age and in Post-Vedic Times down to the Institutes of Manu.
1931 Dr. Arnold D. McNair	British Air Law.
1932 Sir C. P. Ramaswamy Iyer (did not deliver lecture.)	Law and Practice relating to Indian States.
„ Dr. Hemnath Sanyal	Relationship of the States and the Indian Union under the Constitution including the questions relating to merger.

	PROFESSORS	SUBJECTS
1933	Dr. James Mackintosh	Some Principles of Roman Law in Modern Practice.
1934	Ramaprasad Mookerjee	Hindu Law Re-stated.
1935	Sir Manmathanath Mookerjee (<i>died before delivery of lectures</i>)	<i>Res Judicata.</i>
1936	Sir Brojendralal Mitter (<i>resigned</i>)	The Position of India in International Law.
„	Justice Bijankumar Mukherjee	The Hindu Law of Religious and Charitable Trusts.
1937	Sir William Scarle Holdsworth	Some Makers of English Law.
1938	Justice Sir Alladi Krishnaswami Ayyar (<i>resigned</i>)	The Law relating to the Statutory and other Powers.
„	Dr. Radhabinod Pal	Crimes in International Relations.
1939	Justice William O'Douglas (<i>U.S.A. Supreme Court</i>)	From Marshall to Mukherjee—Studies in American and Indian Constitutional Law.
1940	Justice Sir B. N. Rau (<i>resigned</i>)	Water-rights with particular reference to Inter-State and Inter-Provincial Rivers.
„	Professor G. W. Paton	Law of Torts.
1941	Sir Nripendranath Sircar	The Law of Arbitration in British India.
1942	Balailal Pal	The Law of Insurance with special reference to British India.
1943	Atulchandra Gupta	Juristic Concept in Hindu Law.
1944	Prof. Elemer Balogh	Adaptation of Law to Economic Conditions—the lectures to have reference to Indian conditions, both Ancient and Modern.
1945	G. B. Joshi	Civil Liberties in Peace and War.
1946	Nirmalchandra Chatterjee	Fundamental Rights.
1947	Professor Pramathanath Banerjee	Development of Public International Law in the Twentieth Century.
1948	Dr. Roscoe Pound	Ideal Element in Law.
1949	Kaliprasad Khaitan	Prerogatory Writs.
1950	Dr. Nareshchandra Sengupta	Evolution of Ancient Indian Law.
1951	Justice Sri Sambhunath Banerjee	Labour Legislation with Special reference to India.
1953	Dr. J. D. M. Derrett	Testamentary and Intestate Succession with Special reference to India.

APPENDIX THREE

AWARDS OF DOCTORAL DEGREES

HONORIS CAUSA

Doctor of Law

- 1876 H.R.H. Albert Edward, Prince of Wales, K.G. (Subsequently His Most Gracious Majesty Edward VIII, King of Great Britain and Ireland, Emperor of India)
„ Professor Monier Williams
„ Rev. K. M. Banerjee (Rev. Krishna Mohan Banerjee)
„ Rajendralal Mitra
1897 Sir Alfred Woodley Croft, K.C.I.E., M.A.
1898 Dr. Mahendralal Sarkar, C.I.E., M.D.
1906 H.R.H. George Frederick Ernest Albert, Prince of Wales (Subsequently His Most Gracious Majesty George V, King of Great Britain and Ireland, Emperor of India)
1908 Sir Subbaiyar Subramaniya Aiyar, Dewan Bahadur, B.L., K.C.I.E.
1908 Justice Pratulchandra Chatterjee, Rai Bahadur, M.A., B.L., C.I.E.
1911 His Imperial and Royal Highness Friedrich Wilhelm Victor August Ernst, Crown Prince of the German Empire and of Prussia.
1913 Sir Taraknath Palit, Kt.
„ Professor Paul Vinogradoff, M.A., D.C.L., LL.D., Dr. Hist., Dr. Jur., F.B.A.
1921 H.R.H. Edward Albert Christian George Andrew Patrick David, Prince of Wales and Earl of Chester, Duke of Cornwall, High Steward of Windsor, K.G., G.M.M.G., G.M.B.E., M.C.R.N.
1921 The Right Hon'ble Sir Rufus Daniel Issacs, Earl of Reading, P.C., K.C., G.C.B., K.C.V.O.
1921 Dr. Syed Ameer Ali, P.S., C.I.E., M.A., B.L., LL.D.
1922 Professor James Wilford Garner, M.A., Ph.D.
1926 Justice Sir William Ewart Greaves, Kt., M.A.
1930 Professor W. S. Urquhart, M.A., D.Litt., D.D.
1931 His Excellency Colonel the Right Hon'ble Sir Francis Stanley Jackson, P.C., G.C.I.E.
1937 Sir James Hopwood Jeans, Kt., M.A., D.Sc., LL.D., Sc.D., F.R.S.
„ Professor Francis William Aston, M.A., Sc.D., D.Sc., LL.D., F.I.C., F.R.S.
„ Professor Ernest Barker, Litt.D., D.Litt., LL.D.
„ Professor Arthur Henry Reginald Buller, D.Sc., Ph.D., LL.D., F.R.S., F.R.S.
„ Sir Arthur Stanley Eddington, Kt., D.Sc., LL.D., F.R.S.

- 1937 Professor Roland Aylmer Fisher, sc.D., D.SC., F.R.S.S., F.R.S.
 „ Sir William Scarle Holdsworth, kt., K.C., M.A., D.C.L., LL.D.
 „ Professor Charles Gustave Jung, M.D., LL.D.
 „ Professor Charles Samuel Myers, C.B.E., M.A., M.D., SC.D., D.SC., F.L.S.
 „ Professor Walther Straub, M.D., D.Phil.
 1941 Professor Sarvepalli Radhakrishnan, kt., M.A., D.Litt.
 1948 Sri Chakrabarti Rajagopalacharia
 1952 Dr. Rajendra Prasad, M.A., D.L., *President, Republic of India*
 1952 Sri Sambhunath Banerjee, M.SC., LL.B., Barrister-at-Law.

Doctor of Literature

- 1908 Sir Andrew Henderson Leith Fraser, K.C.S.I., M.A., LL.D., Lieutenant Governor of Bengal and Rector of the University.
 1908 Shams-ul-Ulama Syed Ali Bilgrami
 1913 Professor Hermann Oldenberg
 1913 Professor Hermann Jacobi, Ph.D.
 1913 Rabindranath Tagore, N.L.
 1913 Professor Sylvain Levi, D.Litt.
 1919 Professor Alfred Charles Auguste Foucher
 1921 The Right Hon'ble Lawrence John Lumley Dundas, Earl of Ronaldshay, C.C.I.E.
 1921 Professor William Alexander Craigie, M.A., LL.D.
 „ Dineschandra Sen, B.A.
 „ Professor Abanindranath Tagore, C.I.E.
 1931 Professor Herambachandra Maitra, M.A.
 1938 Syamaprasad Mookerjee, M.A., B.L., Barrister-at-Law, M.L.A.
 1942 M. Azizul Huque, C.I.E., B.L., M.L.A.
 1949 Professor Pramathanath Banerjee, M.A., B.L., Barrister-at-Law.
 1952 Dr. Harendracoomar Mookerjee, M.A., Ph.D.
 1956 Professor Jogeschandra Roy, Vidyaniidhi

Doctor of Science

- 1908 Justice Asutosh Mookerjee, Saraswati, C.S.I., M.A., D.L., F.R.A.S., F.R.S.E.
 „ Professor Arthur Schüster, Ph.D. (Heidelberg), M.Sc. (Manchester), Hon. sc.D. (Cantab.), F.R.S.
 1908 Rev. Father Eugene Lafont, S.J., C.I.E., M.I.E.E.
 1908 Sir Thomas Henry Holland, K.C.I.E., A.R.C.S., F.G.S., F.R.S.
 1908 Dr. G. Thibaut, Ph.D., C.I.E.
 1912 Professor Paul Johaanes Brühl, F.C.S., F.G.S., M.I.E.E.
 „ Professor Jagadishchandra Bose, C.I.E., M.A., D.Sc.
 1913 Professor Andrew Russell Forsyth, F.R.S.
 1913 Professor William Henry Young, M.A., D.Sc., F.R.S.
 1913 Henry Herbert Hayden, C.I.E., B.A., B.E., F.G.S.

442 HUNDRED YEARS OF THE UNIVERSITY OF CALCUTTA

- 1921 Sir Mokshagundum Visvesvaraya, K.C.I.E., B.A., L.C.E., M.I.C.E.
 „ Dr. Brajendranath Seal, M.A., PH.D.
 „ Raghunath Purushottam Paranjpye, M.A.
 „ Professor Cuthbert Edmund Cullis, M.A., Ph.D.
 „ Professor Chandrasekhar Venkata Raman, M.A.
 1928 Professor Arnold Sommerfeld.
 1934 Dr. Hassan Suhrawardy, Kt., O.B.E., LL.D. (Lond.), M.D., F.R.C.S.I., D.P.H.
 1940 Dr. Nilratan Sircar, Kt., M.A., M.D., LL.D. (Edin.), D.C.L. (Oxon.), F.S.M.F. (Bengal)
 1944 Dr. Bidhanchandra Roy, B.A., M.D., M.R.C.P. (Lond.), F.R.C.S. (Eng.), F.R.M.F. (Beng.).

Doctor of Philosophy

- 1908 Dr. Ramkrishna Gopal Bhandarkar, M.A., Hon. Ph.D. (Gottingen), Hon. LL.D. (Bombay), C.I.E.
 1908 Dr. Gooroodas Banerjee, Kt., M.A., D.L.
 1908 Sir Herbert Hope Risley, K.C.I.E., C.S.I., I.C.S., B.A.
 1908 Dr. Praphullachandra Ray, D.Sc., F.C.S.
 1912 Lt.-Col. Douglas Creven Philott, I.A.
 1913 Dr. Rashbehary Ghose, C.S.I., C.I.E., M.A., D.L.
 1921 Dr. Gilbert Thomas Walker, C.S.I., M.A., Sc.D., F.R.S.
 „ Sir John Hubert Marshall, Kt., C.I.E., M.A., D.Litt.
 „ Rudrapatna Shama Sastri, B.A.
 „ Professor Sakkotai Krishnaswami Aiyenger, M.A.
 „ Professor Henry Stephen, M.A., D.D.
 „ Professor Devadatta Ramkrishna Bhandarkar, M.A.

Doctor of Oriental Learning

- 1921 Professor Arthur Anthony Macdonell, M.A., Ph.D.

Doctor of Science (Engineering)

- 1931 Rajendranath Mookerjee, K.C.I.E., K.C.V.O., M.I.E. (Ind.), M.I.M.E., F.A.S.B.

Doctor of Medicine

- 1908 Surgeon-General Gerald Bomford, C.I.E., M.D., I.M.S.
 1931 Charles Albert Bentley, M.B., D.P.H., D.T.M. & H.

GENERAL

Doctor of Philosophy (Ph.D.)

1908	Satischandra Acharyya	1925	Prabhatchandra Chakrabarti
"	Abdullah-al-Mamun	"	Binodbihari Datta
	Suhrawardy	"	Nalinaksha Datta
1909	Upendranath Brahmachari	"	V. Ramkrishna Rao
"	Adityanath Mukhopadhyay	"	Satyacharan Law
1910	Brajendranath Seal	"	Bhanubhushan Dasgupta
"	Hiralal Halder	1927	Harischandra Sinha
"	Syamadas Mukhopadhyay	"	Jogischandra Sinha
1911	Jajneswar Ghosh	"	L. A. Ramdas
1912	Haridas Bagchi	1928	Amareswar Thakur
1914	Ramdas Khan	"	Susilkumar Maitra
1915	Anukulchandra Sarkar	"	Gangacharan Kar
1916	Radhakumud	"	Nripendrakumar Datta
	Mukhopadhyay	1929	Srikumar Bandyopadhyay
1918	Panchanan Niyogi	"	I. Ramkrishna Rao
"	Harendracoomar Mookerjee	1930	Subodhchandra Mitra
1919	Rameschandra Majumdar	"	Dhirendramohan Datta
"	Sisirkumar Maitra	"	Kalikaranjan Kanungo
"	Gauranganath	"	Rasbihari Das
	Bandyopadhyay	1931	Sukumaranjan Dasgupta
1920	Jatindranath Sen	"	Satyendrakumar Das
"	Jnansaran Chakrabarti	"	Narayanchandra
"	Radhakamal		Bandyopadhyay
	Mukhopadhyay	"	Mohan Singh
"	Surendranath Dasgupta	"	B. Ramchandra Rau
"	Phanindranath Ghosh	"	Nalinikanta Brahma
"	Mahendranath Sarkar	1932	Tamonaschandra Dasgupta
"	Praphullachandra Ghosh	"	Rohinimohan Chaudhuri
"	Abhaykumar Guha	"	Mohinimohan
1921	Abinaschandra Das		Bhattacharyya
"	Surendranath Sen	"	Manomohan Ray
1922	Hemchandra Raychaudhuri	"	Satkari Mukhopadhyay
"	Abanibhushan Datta	"	Surendrakisore Chakrabarti
"	Narendranath Law	1933	Krishnabinod Saha
"	Sitanath Pradhan	"	Asutosh Bhattacharyya
"	Upendranath Ghoshal	"	Jibankrishna Sarkar
"	Sahayram Bose	1934	Subodhchandra Sengupta
1923	Siteshchandra Kar	"	Jatindranath Sinha
"	Tarinicharan Chaudhuri	"	Sudhindranath
1924	Praphullachandra Basu		Bhattacharyya
"	Pasupati Sastri	"	Sukumar Datta
"	Bimalachurn Law	"	Md. Enamul Haq
"	Bhagabatkumar Goswami	"	Satischandra Chakraborty
	(Sastri)		

1935	Dhirendranath Sen	1942	Nripendranarayan Das
"	Rakesranjan Sarma	"	Sadananda Bhaduri
"	Banikanta Kakati	1943	Phanibhushan Ray
"	P. T. Raju	"	Ataul Hakim
1936	Nareschandra Ray	"	Srichandra Sen
"	Narendrakrishna Sinha	"	Nalinimohan Sanyal
"	Dineschandra Sarkar	1944	Sachindramohan Sengupta
1937	Sarojkumar Basu	"	Charuchandra Dasgupta
"	Bimanbihari Majumdar	"	Gobindachandra
"	Sukumar Sen		Debpurkayastha
"	Birendranath Gangopadhyay	"	D. E. Hettiaratchi
"	Jitendrakumar Chakrabarti	"	Bikramjī Hasrat
"	Kalikinkar Datta	1945	Mathuranath Goswami
1938	Manomohan Ghosh	"	Dakshinaranjan
1939	Indubhushan		Bhattacharyya
	Bandyopadhyay	"	Anukul Chandra
1940	Adharchandra Das		Bandyopadhyay
"	Kamalkrishna Basu	1946	Kalidas Bhattacharyya
"	Nalinchandra	"	Kalyani Mallik (Srimati)
	Gangopadhyay	"	Janakiballabh Bhattacharyya
1941	Sasibhushan Dasgupta	"	Sudhirkumar Dasgupta
"	Satindrakumar	"	Anilchandra Bandyopadhyay
	Mukhopadhyay	1947	Nandadeva Wijesekera
"	Surama Mitra (Srimati)	"	Sudhakar Chattopadhyay
1942	Jitendranath Bandyopadhyay	"	Harisatya Bhattacharyya
"	Atindranath Basuthakur	1948	Jagadisnarayan Sarkar
		"	Matilal Das

Doctor of Literature (D.Litt.)

1947	Rajchandra Basu	1951	Nathmal Tatia
1948	Sobharani Basu (Srimati)	"	Nilmadhab Sen
"	Tarasankar Bhattacharyya	"	Anilkumar Raychaudhuri
"	Tarapada Bhattacharyya	1954	Sakuntala Rao (Srimati)
1949	Kshitishchandra	"	Gaurinath Bhattacharyya
	Chattopadhyay	"	Pulinbehari Chakrabarti
"	Sitanshusekhar Bagchi	"	Sibapada Sen
"	Birendrakumar	1955	Narendranath Chaudhuri
	Bhattacharyya	1956	Harischandra Gangopadhyay
"	Makhanlal Roychowdhury	"	Debiprasad Pal

Doctor of Science (D.Sc.)

1916	Rasiklal Datta	1919	Jnanendrachandra Ghosh
1918	Sudhansukumar	"	Meghnad Saha
	Bandyopadhyay	1920	Sisirkumar Mitra

1921	Nikhilranjan Sen	1939	Susilkumar Ray
"	Girindrasekhar Basu	"	Dineschandra Sen
"	Nihal Karan Sethi	"	Jatindranath Bhar
"	Bibhutibhusan Datta	"	Gopeswar Pal
1922	Surendramohan	"	Kshitischandra
	Gangopadhyay		Bhattacharyya
"	Brajendranath Chakrabarti	1940	Manohar Ray
1923	Nripendranath Sen	"	Sudhirkumar
"	Nalinimohan Basu,		Bandyopadhyay
"	Sasindrachandra Dhar	"	Phanindrachandra Datta
"	Praphullachandra Guha	1941	Dilipkumar Bandyopadhyay
"	Bidhubhusan Ray	"	Nirmalendunath Ray
1924	J. C. Kamesvara Rao	"	Mohinimohan Ghosh
"	Jogendrachandra Bardhan	1942	Narayanchandra Sengupta
1925	Sasibhusan Mali	"	Baradananda Chattopadhyay
1926	Kuleschandra Kar	"	Santiranjan Palit
1927	Praphullakumar Basu	"	Sasankasekhar De
1928	Gopalchandra Chakrabarti	"	Harendrakumar Acharyya
"	Suddhodan Ghosh	1943	C. V. Krishna Iyengar
1929	Avadesh Narayan Singh	1944	Kalicharan Saha
"	Panchanan Das	"	Subodhkumar Chakrabarti
1930	Kedareswar Bandyopadhyay	"	Sailendramohan
"	Hrishikesh Sarkar		Mukhopadhyay
1931	C. N. Srinivasiengar	"	Narayanchandra
1932	Subodhgobinda Chaudhuri		Gangopadhyay
"	Satyaprasad Raychaudhuri	"	Narayanpada Datta
1933	Satyasadhan Mukhopadhyay	"	K. Venkatachaliangar
"	Sukumarchandra Sarkar	1945	Ramnarayan Chakrabarti
1934	Debiprasad Raychaudhuri	"	Asima Mukhopadhyay
"	Susilkumar Mitra		(Srimati)
"	Sudhirschandra Niyogi	"	Sachchidananda
"	Hrishikes Rakshit		Bandyopadhyay
"	Duhkhaharan Chakrabarti	"	Girindranath Bhattacharyya
"	Kshetramohan Basu	"	Bidyutkamal Bhattacharyya
1935	Umaprasanna Basu	"	Ilabanta Bandyopadhyay
"	Bhudebchandra Basu	"	Sunilkumar Mokhopadhyay
1936	Purnachandra Mahanti	"	Kanailal Mandal
1937	Satyacharan Chattopadhyay	1946	B. S. Bhimachar
"	Nripendranath	"	Niharkumar Datta
	Chattopadhyay	"	Ramgopal Chattopadhyay
"	Sureschandra Sengupta	"	Syamadas Chattopadhyay
1938	Hirendranath Dasgupta	"	Mrigankasekhar Sinha
"	B. S. Madhava Rao	"	Nirmalkumar Brahmachari
"	Ramprasad Mitra	"	Subodhnath Bagchi
"	Ranjit Ghosh	"	Anantakumar Sengupta
"	K. Venkata Giri	"	Ajitkumar Saha
"	Jagannath Gupta	1947	Anilkumar Majumdar

1948	Satyendranath Ghosh	1951	Suprabhat Mukhopadhyay
„	Saileshchandra Roy	„	Saileschandra Sen
„	Nirmalkumar Sarkar	„	T. Ramachandra Rao
„	Pareshchandra	„	Jyotirindranath Sen
	Bhattacharyya	1952	Saurindranath Sen
„	Bibhutibhusan Sen	1954	Grihapati Mitra
„	Sadhan Bose	„	Sankarsevak Baral
„	Dhirendranath Ray	1955	Nripendrachandra
„	Sachindranath		Gangopadhyay
	Mukhopadhyay	„	Tarunchandra Sinhasarma
„	Pratulchandra	„	Durlabhkrishna Ray
	Mukhopadhyay	„	Ajitsankar Bhaduri
1949	Sasankasekhar Sarkar	1956	Arunkumar Sarma
„	Anilkumar Gangopadhyay	„	Asimbikas Ray
1950	Sunilkumar Mukhopadhyay		

Doctor of Law (D.L.)

1877	Gooroodas Bandyopadhyay	1905	Priyanath Sen
„	Troilokyanath Mitra	1909	Saratchandra Basak
1883	Bipinchandra Ray	1912	Dwarkanath Mitra
1884	Rashbehary Ghose	1913	Nareschandra Sengupta
1885	Jogindranath Bhattacharyya	1916	Jadunath Kanjilal
1894	Asutosh Mukhopadhyay	1923	Sasankajiban Ray
1897	Saratchandra	1924	Radhabinod Pal
	Bandyopadhyay	1925	Bijankumar Mukhopadhyay
		1935	Jitendranath Dasgupta

Doctor of Medicine (M.D.)

1862	Chandrakumar De	1914	Jitendranath Maitra
1863	Mahendralal Sarkar	„	Naliniranjan Sengupta
„	Jagadbandhu Basu	1916	Harendranath Das
1865	R. W. Carter	„	Ekendranath Ghosh
1880	Bhagabatchandra Rudra	1917	Harihar Gangopadhyay
1887	Ramaprasad Bagchi	„	Amalkumar Raychaudhuri
1890	Nilratan Sircar	1918	Indubhushan Basu
1891	Suresprasad Sarbadhikari	„	Pramathanath Nandi
1895	Hemchandra Sen	„	Taraknath Sur
1902	Upendranath Brahmachari	1921	Sibapada Bhattacharyya
1905	Ganendranath Mitra	1933	Dhirendranath Roy
1908	Indumadhab Mallik	„	Bidhubhushan
„	Bidhanchandra Roy		Bhattacharyya
1909	Harinath Ghosh	„	Subodhchandra Lahiri

1935	Jaharlal Ghosh	1949	Dhrubamohan Gupta
1940	Phanindranath Brahmachari	"	Himanshusekhar Chakrabarti
"	Sunilkrishna Datta	"	Mani Kumar Chhetri
"	Krishnadhan Chattopadhyay	"	Jyotibhushan Chattopadhyay
1942	Himansukumar Ray	1950	Labanyakumar Gangopadhyay
"	Tapaskumar Basu	"	Arunkumar Gupta
1944	Chandicharan Chattopadhyay	1951	Khagendrachandra Basumallik
"	Taritkumar Ghosh	1952	Nirmalkumar Chakrabarti
1945	Naliniranjan Konar	"	Nirmalkumar Dasgupta
"	Amiyabhushan Mukhopadhyay	1953	Niranjan Chattopadhyay
1946	Amiyakumar Raychaudhuri	1954	Harisadhan Datta
1948	Rabindranath Chattopadhyay	"	Byomkes Bhattacharyya
"	Surathnarayan Chaudhuri	1956	Nirmalkumar Chanda
"	Jugalcharan Saha	"	Indubhushan Bhattacharyya
"	Amalkumar Chakrabarti		

Doctor of Science (Public Health)
D.Sc. (Public Health)

1941	S. Raghavender Rao	1955	Simili Ponnuswami
1947	Durgadas Mitra		Ramakrishnan

Doctor of Philosophy in Arts and Science (D.Phil.)

1947	Science Haragopal Biswas	1949	Science Bibhutibhushan Mukhopadhyay
1948	Arts Bijanbihari Bhattacharyya Haridas Chaudhuri		Hrisikes Chattopadhyay Purnendukumar Basu Amalkumar Chakrabarti
"	Science Durgapada Chattopadhyay		Sobhanlal Bandyopadhyay Nareschandra Ghosh Harischandra Ray
1949	Arts Shyam Swaroop Jalota Vipinbehari Trivedi Karunamay Mukhopadhyay Shaikh Ghulam Maqsud Hilali Sibapada Sen		Sudhindranath Sen Satischandra Gangopadhyay Matiranjana Dasgupta Gangabihari Bandyopadhyay Gopalchandra Mijra

- 1949 **Science**
 Kamalakanta Majumdar
 Baidyanath Ghosh
 Susilkumar Basu
 Arunkumar
 Chattopadhyay
 Barunchandra Haldar
 Satindrajiban Dasgupta
 Syamaprasad
 Raychaudhuri
 Pratulnath Sengupta
 Amalchandra Chaudhuri
- 1950 **Arts**
 Rabindrakumar Dasgupta
 Vaddiparti Lova Surya
 Prakasa Rao
 Sisirkumar Ghosh
 Rebatimohan Lahiri
 Gobindagopal
 Mukhopadhyay
 Sudhirranjan Das
 Sati Gupta
 (Srimati Ghosh)
 Hrishikes Goswami
 Kalisankar
 Bandyopadhyay
- 1950 **Science**
 Rathindranarayan
 Raychaudhuri
 Sukumar Biswas
 Sunilchandra Datta
 Pareskisor Senchaudhuri
 Gunendrakrishna Ray
 Nirmalchandra Law
 Santoshranjan Majumdar
 Jagattaran Dhar
 Ramanath Bhattacharyya
 Tarescharan Ray
 Sudhindranath Sen
 Mohitkumar Indra
 Dhirendranath
 Gangopadhyay
 Amiyaprasad Gupta,
 Mahadeb Datta
 Minendranath Basu
 Dhrubaprasad Sen
- 1950 **Science**
 Bhupatikumar
 Bandyopadhyay
 Pijuskanti Chaudhuri
- 1951 **Arts**
 Sudhirkumar Nandi
 Arabinda Poddar
 Harischandra
 Gangopadhyay
 Sunilchandra Ray
 Tapankumar
 Raychaudhuri
 Amalendu Bagchi
 Sureschandra
 Bandyopadhyay
 Kalyankumar
 Gangopadhyay
 Prabasjiban Chaudhuri
 Kamala Mukhopadhyay
 (Srimati)
 S. N. Imamuddin
- 1951 **Science**
 Sailajaprasad Ghosh
 Niradkumar Sen
 Byomkes Sarma
 Basudeb Dassarma
 Dineschandra Sarkar
 Durlabhkrishna Ray
 Jagatjiban Ghosh
 Sankarananda
 Mukhopadhyay
 Ranajit Sengupta
 Mukulkumar Basu
 Anilbhusan
 Chattopadhyay
 Rabindranath
 Bhattacharyya
 Dhirendrakumar
 Chaudhuri
 Nakuleswar Kundu
 Nandalal Ghosh
 Amarendranath Saha
 Madhumangal Ray
 Sunilkumar Sen
 Pijusansusekhar
 Mukhopadhyay
 Bijaysankar Basak
 Rajatkumar Niyogi

1952 Arts

Bijoybhusan
Bandyopadhyay
Chittatosh Maitra
Rama Niyogi (Srimati)
Bimalendu Dhar
Debendranath Mitra
Sachindraprasad Ghosh
Kailashnath
Bhattacharyya
Eazl Md. Asiri
Umarani Ray (Srimati)

1952 Science

Mihirath Das
Biswamay Biswas
Samarendranarayan Sen
Balaichand Pathak
Dineschandra Tapadar
Kanailal Ray
Sarojendranath Ray
Tarakdas Biswas
Kanailal Bhattacharyya
Anukulchandra Das
Santimoy Chattopadhyay
Gangagobinda
Bhattacharyya
Asokkumar
Mukhopadhyay
Bidhanranjan Ray
Saurendranath Ghosh
Ranjitkumar Das
Sureschandra Das
Susilranjan Maitra
Harendranath Ray
Rabindrakumar Datta
Hariharprasad
Bhattacharyya
Sudhansusekhar Ghosh
Debiprasad Burman
Ira Basu (Srimati Sarkar)
Gobindakisore Manna
Shibcharan Chakrabarti
N. K. Iyengar
Girijabhusan Mitra
Nityagopal Basak
Syamlal Gupta

1952 Science

Manindrakumar
Chakrabarti
Vedantam Venkateswarlu
Debabrata Sen
Ramendranath Sensarma
Jibankumar Chakrabarti
Pasupati Sengupta
Harinarayan Khastgir
Kanailal Basu

1953 Arts

Uma Chaudhuri (Srimati)
Manindranath Ghosh
Ambikaprasad Ghosh
Sukumar Ray
A. P. O'Brien
Dhrubakumar Datta
Bimalkanti Majumdar
Ramchandra Pal

1953 Science

Pareschandra Dasgupta
Kiranchandra Sen
Chandicharan Deb
Probodhranjan Sinha
Amalendranath
Chaudhuri
Banbihari Ghosh
Anilkumar De
Amalchandra Basu
Anilchandra Nag
Ramaprasad
Bandyopadhyay
Subodhkumar Ghosh
Samirkumar Brahma
Anilkrishna Ray
Asutosh Mukhopadhyay
Jagdish Sharma

1954 Arts

Sibendranath Ghoshal
Sibaprasad Bhattacharyya
Riad El Etr.
Krishnachandra Panigrahi
Sibani Dasgupta (Srimati)
Ajitranjan
Bhattacharyya
Krishnapada Goswami

1954 Arts

Asokkumar Majumdar
 Krishna Sen (Srimati)
 Hiralal Chattopadhyay
 Sandhya Bhaduri (Srimati)
 Arunkumar Dattagupta
 Haraprasad Mitra
 Subodhchandra Basu
 Pritibhushan
 Chattopadhyay
 Upendra Thakur

1954 Science

Hitendrabhusan Ray
 Bijaykumar
 Gangopadhyay
 Bannur Nanje Gowda
 Bole Gowda
 Mihirkumar Datta
 Chittaranjan Raha
 Nabakumar
 Bhattacharyya
 Birendrachandra
 Bandyopadhyay
 Apares Chattopadhyay
 Sarojbandhu Sanyal
 Rais Ahmed
 Diptikalyan Chaudhuri
 Nripendranath
 Bandyopadhyay
 Birendrakumar
 Chakrabarti
 Sisirkumar Sinha
 Karunes Bandyopadhyay
 Prabhatranjan Pal
 Buddhadeb Sen
 Jnansaran
 Chattopadhyay
 Tapendrachandra Ray
 Ajitkumar
 Mukhopadhyay
 Narendranath Saha
 Manisha Basu (Srimati)
 Abaniranjan Ghosh
 Krishnachandra
 Mukhopadhyay
 Biswanath Mitra
 Bireswar Mukhopadhyay
 Asokgopal Datta

1954 Science

Haripada Chattopadhyay
 Niharranjan Bardhan
 Sisirchandra Rakshit
 Ajitkumar
 Bandyopadhyay
 Dhirendranath
 Chattopadhyay
 Pemmaraju Narasinha
 Rao
 Nabakrishna Chaudhuri
 Anima Debi (Srimati)
 Achintyakumar
 Mukhopadhyay
 Subodhchandra Mitra
 Birendranath Basu
 Kartickprasad Koley
 Arabinda Guha
 Manomohan Ray
 Purnendubikas Talukdar
 Prabhaskumar Datta
 Sunilkumar Dasgupta
 Satyeschandra Pakrasi
 Subhendu
 Ghoshmajumdar
 Bhupendranath Ghosh
 Subhaskumar Ghosh
 Binodbihari Ray
 Sudhirkumar Ghosh
 Syamapada Sen
 Sisirchandra Das
 Jyotsnakumar Ray

1955 Arts

Jitendrakumar Sen
 Ramaranjan
 Mukhopadhyay
 Chinmay Datta
 Madanmohan Goswami
 Sachchidananda
 Mukhopadhyay
 Anantamohan Sengupta
 Santiranjan
 Bandyopadhyay
 Narayani Basu (Srimati)
 Asutosh Das
 Bhabatosh Chattopadhyay
 Des Raj
 Gayatri Guharay (Srimati)

1955 Arts

Malati Mitra (Srimati)
Debabrata Basu

1955 Science

Aseshprasad Mitra
Paritoshkumar Datta
Jyotirindranarayan
Karkun
Sibaprasad Bhattacharyya
Debkumar Mitra
Jadugopal Datta
Sujanbandhab

Chattopadhyay

Dasarathi Misra
Sudhansusekhar Deb
Gautamkumar Seth
Rabindranath Sengupta
Adhiranjan Deb
Jagadananda

Mukhopadhyay

Satischandra Ray
Amiyakumar Datta
Suprabhat Chattopadhyay
Achintyakamal Sen
Nitaikrishna Basu
Himansukumar Ray
Debabrata

Bandyopadhyay

Sailendranath

Bhattacharyya

Jogendralal Basu
Kamalkinkar Chakrabarti
Bijaykumar Chakrabarti
Sridamsakha Mandal
Paresnath Pal

Sudhansukumar

Mukhopadhyay

Apurbachandra

Majumdar

Dhananjay Nasipuri
Asokchandra Ghosh
Himansubhusan

Mukhopadhyay

Mrityunjayprasad Guha
Nripendranath Biswas
Amalchandra Chakrabarti
Sarajitkumar Nandi
Manjuli Ray (Srimati)

1955 Science

Mohitkumar
Gangopadhyay
Gunadhar Paria
Mohinimohan Biswas
Kumkumkumar Sen
Tarakeswar Chakrabarti
Jyotirmay Dasgupta
Archana Mukhopadhyay
(Srimati)
Anilkumar Sarkar
Arunkumar Barua

1956 Arts

Gobindachandra Mandal
Niharkana Majumdar
(Srimati)

Satischandra Kala
Prabhamayi Debi

(Srimati)

Satyanarayan

Bhattacharyya

Sudhakar Chattopadhyay
Sachchidananda Dhar
Kaliprasad Biswas
Bhatindrakumar Sengupta
Sisirkumar Mitra
Mahinder Kumar Jain

1956 Science

Arunkumar Basu
Dhrubaranjan Dasgupta
Sibabrata

Bhattacharyya

H. Narayanswami

Ramgopal Basu

Taraprasad Das

Maniklal Sengupta

Debendrabijay Deb

Kshudiram Saha

Birendranath Datta

Dilipkumar Raychaudhuri

Rabindranath Adhya

Asokkumar Basu

Sitesendranath Ray

Ramanbehari

Bandyopadhyay

1956 **Science**

Manojkanti
Bandyopadhyay
Sailendusekhar
Mukhopadhyay
Anathjiban
Bhattacharyya •
Abraham Mathai
Anima Chaudhuri
(Srimati)
Subrata Gangopadhyay
Sudhirkanta Dasgupta
Kuruvilla George
Nirmalkumar Chakrabarti
Purnima Sengupta
(Srimati)

1956 **Science**

Jnanendragopal
Chakrabarti
Sankarlal Basu
Durgadas Gangopadhyay
Satyendranath
Bandyopadhyay
Santibrata Ghosh
Bijaykumar
Gangopadhyay
Kesabchandra Majumdar
Umasankar Nandi
Pranbandhu Datta
Rathindrachandra
Basuroychaudhuri
Nanigopal Datta

Doctor of Philosophy in Medicine (D.Phil.)

1956 **Medicine**

Sudhindramohan Ghosh
Amulyaratan Ray
Pratapchandra Sengupta
Sachindranath Chaudhuri

1956 **Medicine**

Amiyakumar
Mukhopadhyay
Bhupati Bandyopadhyay
Subodhranjan Dasgupta

APPENDIX FOUR

PREMCHAND ROYCHAND STUDENTS

1868	Asutosh Mukhopadhyay	1905	Radhakumud Mukhopadhyay
1869	Anandamohan Basu	1906	Panchanan Niyogi
1870	Gaurisankar De	1907	Praphullachandra Ghosh
1871	Saradacharan Mitra	1908	Nabagauranga Basak
1872	Kartikchandra Mitra	"	Pulinbihari Das
1873	Girijabhushan Mukhopadhyay	1910	Haridas Bagchi
1874	Biharilal Bandyopadhyay	"	Anukulchandra Sarkar
1876	Umeschandra Batabyal	1911	Hemendrakumar Sengupta
1877	Mulraj	"	Manmathanath Ray
"	Nandakrishna Basu	"	Surendranath Majumdar
1878	Prasannakumar Lahiri	1912	Rameschandra Majumdar
1879	Pringle Kennedy	1913	Bimanbihari De
1880	Nilkantha Majumdar	"	Girindralal Mukhopadhyay
1881	Suryyakumar Agasti	"	Gauranganath Bandyopadhyay
1882	Asutosh Gupta	1914	Bhujangabhusan Mukhopadhyay
1884	Ramchandra Majumdar	"	Surendramohan Gangopadhyay
1885	Rajendrachandra Bandyopadhyay	1915	Radhakamal Mukhopadhyay
1886	Asutosh Mukhopadhyay	"	Narendranath Law
1888	Ramendrasundar Trivedi	"	Sudhansukumar Bandyopadhyay
"	Abinaschandra Basu	1916	Rasiklal Datta
1890	Upendralal Majumdar	"	Brajendranath Ghosh
1891	Edward Montagu Wheeler	"	Sunitikumar Chattopadhyay
"	Janakinath Bhattacharyya	"	Susilkumar Maitra
"	Hirendranath Datta	1917	Susilkumar De
1892	Mohinikanta Ghatak	"	Surendranath Sen
1893	Florence Mary Holland	"	Bhibutibhusan Datta
1894	Jyotibhushan Bhaduri	1918	Mohinimohan Bhattacharyya
1895	Satischandra Bandyopadhyay	"	Panchanan Mitra
1896	Jnansaran Chakrabarti	"	Jnanendrachandra Ghosh
1897	Jadunath Sarkar	1919	Pramathanath Bandyopadhyay
1898	Indubhushan Brahmachari	"	Dhireschandra Acharyya
1899	Priyanath Sen	"	Haridas Bhattacharyya
1900	Krishnaprasad De	"	Meghnad Saha
1901	Krishnachandra Bhattacharyya		
1902	Jatindranath Sen		
1903	Adityanath Mukhopadhyay		
1904	Phanindralal Gangopadhyay		

1920	Nirmalchandra Chattopadhyay	1927	Asutosh Bhattacharyya Tarakchandra
"	Nalinaksha Datta	"	Raychaudhuri
"	Ray Rowland Thomas	"	Devaprasad Ghosh
"	Jogishchandra Sinha	"	Amarendraprasad Mitra
"	Sasindrachandra Dhar	"	Haraprasad De
"	Jnanendranath Mukhopadhyay	1928	Bholanath Mukhopadhyay
1921	Indubhusan Bandyopadhyay	"	Subodhchandra Sengupta
"	Prabhatchandra Chakrabarti	"	Adharchandra Das
"	Satischandra Chattopadhyay	"	Praphullakumar Basu
"	Subimalchandra Datta	"	Prabhaschandra Ghosh
"	Abanibhushan Datta	"	Niharrajan Ray
"	Snehamay Datta	"	Sarbanisahay Guhasarkar
1922	Binodbihari Datta	1929	Rameschandra Majumdar
"	Nanigopal Majumdar	"	Kalikinkar Datta
"	Jadunath Sinha	"	Durgacharan Chattopadhyay
"	Brajendranath Chakrabarti	"	Kalyanchandra Gupta
"	Praphullachandra Guha	"	Prabhatkumar Mukhopadhyay
"	Nripendranath Sen	"	Birendranath Gangopadhyay
"	Gurudas Bhar	1930	Satyaprasad Raychaudhuri
1923	Bidhubhushan Ray	"	Narendrakrishna Sinha
"	Sikhibhushan Datta	"	Haricharan Ghosh
"	Hemchandra Ray	"	Prabhaschandra Basu
"	Nalinikanta Brahma	"	Muhammad Quadrt-i-Khuda
1924	Hirendralal De	"	Amulyadhan Mukhopadhyay
"	Sukumar Sen	1931	Sisirendu Gupta
"	Bhanubhushan Dasgupta	"	Gopinath Bhattacharyya
"	Sarojkumar Das	1932	Bimanbihari Majumdar
"	Jogendrachandra Bardhan	"	Phanindranath Brahmachari
"	Satyendrakumar Ghosh	"	Makhanlal Raychaudhuri
1925	Harendranath Ray	1933	Asoknath Bhattacharyya
"	Dhirendranath Majumdar	"	Susobhan Datta
"	Sudhindranath Bhattacharyya	1934	Jyotsnakanta Basu
"	Kshirodchandra Mukhopadhyay	"	Dineschandra Sarkar
"	Parimalbikas Sen	"	Umaprasanna Basu
"	Priyaranjan Sen	"	Jnanendralal Bhaduri
1926	Suddhodan Ghosh	1935	Nalinikanta Saha
"	Subodhchandra Mitra	"	Gaurinath Bhattacharyya
"	Gopalchandra Chakrabarti	"	Subhendusekhar Basu
"	Dhirendramohan Datta	"	Nripendranath Chattopadhyay
"	Binaychandra Sen	1936	Ramprasad Mitra
"	Ramaprasad Chaudhury	"	Minendranath Basu
"	Ambujanath Bandyopadhyay	"	Dineschandra Sen
		"	Charuchandra Dasgupta

1937	Sasibhushan Dasgupta	1944	Phanindrachandra Datta
„	Makhanlal Mukhopadhyay	„	Nirmalchandra Sinha
„	Bibha Sengupta	„	Parimalkumar Ray
„	(Srimati Majumdar)	„	Kalyankumar
„	Purnachandra	„	Gangopadhyay
„	Mukhopadhyay	„	Nirmalkumar Brahmachari
1938	Mukundamurari	„	Dineschandra Sarkar
„	Chakrabarti	1945	Birendrakumar
„	Satyacharan Chattopadhyay	„	Bhattacharyya
„	Atindranath Basuthakur	„	Banabihari Ghosh
1939	Bimalchandra	„	Ajitkumar Saha
„	Mukhopadhyay	„	Bishnupada Bhattacharyya
1940	Santiranjan Palit	1946	Jitendrakumar Chaudhuri
„	Anilchandra	„	Karunamay Mukhopadhyay
„	Bandyopadhyay	„	Amiyakumar Raychaudhury
„	Patakikrishna	1947	Brajendrakisore
„	Chattopadhyay	„	Bandyopadhyay
„	Pareschandra Dasgupta	„	Harsanarayan Basu
1941	Krishnapada Goswami	„	Praphullakumar
„	Subodhkumar Chakrabarti	„	Bhattacharyya
„	Rabindrakumar Dasgupta	1948	Ramnarayan Chakrabarti
1942	Asima Mukhopadhyay	„	Barunchandra Halder
„	(Srimati)	1949	Sankarsevak Boral
„	Golapchandra	„	Asokkumar Bhattacharyya
„	Raychaudhury	„	Prabasjiban Chaudhuri
„	Sudhakar Chattopadhyay	1950	Debi Chakrabarti (Srimati)
1943	Kalidas Bhattacharyya	1951	Mihirlal De
„	Syamakumar Chattopadhyay	„	Sobhana Dhar (Srimati)
„	Pareshchandra	1952	Anil Bhattacharyya
„	Bhattacharyya	„	Suprabhat Mukhopadhyay
„	Kamalaksha Dasgupta	1953	Santimay Chattopadhyay
„	Krishnagopal Goswami	„	Jnansaran Chattopadhyay
„	Tarapada Bhattacharyya	1954	Diptikalyan Chaudhuri
1944	Arabinda Ray	„	Govindakisor Manna

APPENDIX FIVE

FELLOWS: 1857-1904*

FOUNDATION FELLOWS

By the Act of Incorporation

The Right Honourable Charles John Viscount Canning, Governor-General of India.

The Honourable John Russell Colvin, Lieutenant-Governor of North-Western Provinces.

The Honourable Frederick James Halliday, Lieutenant-Governor of Bengal.

The Honourable Sir James William Colvile, Knight, Chief Justice of the Supreme Court of Judicature in Bengal.

The Right Reverend Daniel Wilson, Doctor of Divinity, Bishop of Calcutta.

The Honourable George Anson, General, Commander-in-Chief of the Forces in India.

The Honourable Joseph Alexander Dorin, Member of the Supreme Council of India.

The Honourable John Low, Major-General, Companion of the Most Honourable Order of the Bath, Member of the Supreme Council of India.

The Honourable John Peter Grant, Member of the Supreme Council of India.

The Honourable Barnes Peacock, Member of the Supreme Council of India.

Charles Allen, Member of the Legislative Council of India.

Henry Ricketts, Provisional Member of the Supreme Council of India.

Charles Binny Trevor, Judge of the Sudder Court of India.

Prince Gholam Muhammad.

William Ritchie, Advocate-General in Bengal.

Cecil Beadon, Secretary to the Government of India.

Colonel Henry Goodwyn, of the Bengal Engineers, Chief Engineer in Bengal.

William Gordon Young, Director of Public Instruction, Bengal.

Lieutenant-Colonel William Erskine Baker, of the Bengal Engineers, Secretary to the Government of India.

Lieutenant-Colonel Andrew Scott Waugh, of the Bengal Engineers, Surveyor-General of India.

Kenneth Mackinnon, Doctor of Medicine.

*During this period Fellows were appointed *for life*, except in the case of resignation or departure from India for good, or cancellation of appointment as Fellow by the Governor-General in Council under Sec. VII of Act II 1857.

Hodgson Pratt, Inspector of Schools, Bengal.
 Henry Walker, Professor of Anatomy and Physiology in the Medical College of Bengal.
 Thomas Thomson, Doctor in Medicine, Superintendent of the Botanical Garden in Calcutta.
 Frederick John Mouat, Doctor in Medicine, and Fellow of the Royal College of Surgeons.
 Lieutenant William Nassau Lees, of the Bengal Infantry.
 The Reverend William Kay, Doctor of Divinity, Principal of Bishop's College.
 The Reverend Alexander Duff, Doctor of Divinity.
 Thomas Oldham, Superintendent of the Geological Survey of India.
 Henry Woodrow, Inspector of Schools, Bengal.
 Leonidas Clint, Principal of the Presidency College.
 Prusunno Coomar Tagore, Clerk Assistant of the Legislative Council of India.
 Ramapershad Ray, Government Pleader in the Sudder Court of Bengal.
 The Reverend James Ogilvie, Master of Arts.
 The Reverend Joseph Mullens, Bachelor of Arts.
 Moulavy Muhammad Wujeeh, Principal of the Calcutta Mudrasah.
 Ishwar Chundra Bidyasagur, Principal of the Sanskrit College of Calcutta.
 Ramgopaul Ghose, Formerly Member of the Council of Education.
 Alexander Grant, Apothecary to the East India Company.
 Henry Steward Reid, Director of Public Instruction in the North-Western Provinces.

1857

Alexander Grant, M.D.
 W. D. Arnold, Director of Public Instruction of the Punjab.
 Dr. E. Goodeve, M.D.
 Dr. W. C. B. Eatwell, M.D.
 Lt. E. C. S. Williams, Principal of the Civil Engineering College.
 George Turnbull, Chief Engineer of the East India Railway Company.
 Lt.-Col. H. Yule.

1858

E. Lodge, M.A., Officiating Principal, Presidency College.
 George Smith, M.A., Principal, Doveton College and Parental Academy.
 William Ritchie, Vice-Chancellor.

1859

Lt.-Colonel R. Baird Smith, C.B.
 Major R. Strachey.
 The Hon'ble Sir Mordaunt Wells, Kt., Judge of the Supreme Court of Judicature in Bengal.

458 HUNDRED YEARS OF THE UNIVERSITY OF CALCUTTA

Major G. T. Chesney, Offg. Principal, Calcutta Civil Engineering College.
William Theobald, Barrister-at-Law.
J. Newmarch, Barrister-at-Law.

1860

The Venerable Archdeacon J. H. Pratt, M.A.
W. S. Atkinson, Director of Public Instruction, Lower Bengal.
Capt. A. R. Fuller, Director of Public Instruction, Punjab.
E. B. Cowell, Principal, Sanskrit College.
The Rev. Krishnamohun Banerjee, Professor in the Bishop's College.
F. L. Beaufort, Government Advocate and Legal Remembrancer.
A. G. Macpherson, First Judge of the Court of Small Causes.
J. Forsyth, Principal Inspector General of the Medical Dept., Fort-William.
Dr. J. Macpherson, M.D., Presidency Surgeon, Calcutta.

1862

C. J. Erskine, Member of the Legislative Council.
W. Grey, Secretary to the Government of India, Home Department.
W. S. Seton-Karr, Secretary to the Government of Bengal.
Major W. S. Sherwill, Bengal Army.
J. Goodeve, Barrister-at-Law.
W. A. Montriou, Barrister-at-Law.
W. Crozier, Surgeon, Bengal Army.
Dr. J. Fayer, M.D., Brevet Surgeon, Bengal Army.
Dr. Norman Chevers, M.D., Asst. Surgeon, Bengal Army.
S. B. Partridge, Brevet Asst. Surgeon, Bengal Army and Officiating Principal of the Medical College, Calcutta.
H. Scott-Smith, B.A., Registrar, Calcutta University.
T. H. Cowie.
Col. H. M. Durand.
E. H. Lushington.
Major W. E. Warrand.
C. U. Aitchison.
W. S. Atkinson, M.A.
Raja Kally Kissen Bahadur.
J. G. Medlicott, B.A.
J. W. McCrindle, M.A.
Romanath Tagore.

1863

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Moulvie Abdool Luteef.
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1864

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Thomas Martin, c.E., B.A.
Revd. W. C. Fyfe.
Revd. E. C. Stuart, B.A.
Capt. P. Dods.
Khetter Mohun Chatterjee.
Ramchunder Mitter.
Peary Chand Mitter.
Dr. Chunder Coomar Day, M.D.
Ramanath Nandy, M.A.

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Dr. James Anderson, M.D.
Dr. James Peter Brougham, M.D.
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1867

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Lt.-Colonel J. E. T. Nicolls, R.E.
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Dr. J. Ewart, M.D.
Whitley Stokes.
S. Power.
H. F. Blanford.
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Prosunno Coomar Sarbhadhicary.

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 The Hon'ble Dwarkanath Mitter.
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 Sir R. Temple, K.C.S.I.
 Col. J. E. Gastrell.
 Dr. Charles Palmer, M.D.
 The Most Revd. Walter Steins, D.D.
 The Revd. T. Skelton, M.A.
 The Revd. Dr. Murray Mitchell.
 The Revd. J. P. Ashton, B.A.
 J. A. Aldis, M.A.
 J. Sime, B.A.
 Anukul Chandra Mukherjee.
 Dr. W. K. Waller, M.D.

1869

Colonel H. W. Norman, C.B.
 Surgeon-Major C. R. Francis, M.A.
 A. P. Howell, Civil Service.
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 C. H. Tawney, M.A.
 James Sanders.

1870

The Hon'ble W. Markby.
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 Lt.-Colonel J. G. Medley, R.E.
 T. H. Thornton, D.C.L., C.S.
 C. A. Elliott, C.S.
 Surgeon Major W. Jameson.
 Surgeon Major H. Ballie, M.D., F.R.C.S.
 Surgeon J. B. Scriven.
 Surgeon W. J. Palmer, M.D.
 Surgeon D. B. Smith, M.D.
 Capt. W. R. M. Holroyd.
 G. S. Fagan, B.A.
 W. Jardine, M.A.
 H. Leonard, C.E.
 H. C. Marindin.
 Herbert Cowell.
 W. Handford.
 Colin Browning, M.A.
 E. Willmot, B.A.

**R. T. H. Griffith, M.A.
Bapu Deva Sastri.
Siva Prasad.

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H. G. Keene, c.s.
H. Bell, c.s.
J. D. Sandford, M.A., c.s.
Surgeon J. C. Brown, c.B.
Surgeon J. M. Cunningham, M.D.
Henry Templeton.
R. Thwaytes, M.A.
S. Lobb, M.A.
K. Deighton, B.A.
A. S. Harrison, M.A.
C. B. Clerke, M.A.
Rev. T. V. French, M.A.
Dr. Mahendralal Sarkar, M.D.
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Asst. Surgeon G. King, M.B.
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G. Sibley, c.E.
The Rev. R. Jardine, B.D.
The Rev. S. Dyson.
The Rev. C. E. Vines, B.A.
Sub-Asst. Surgeon Tameez Khan, Khan Bahadur.
Durga Charan Laha.
Gourdas Basak.

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1873

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 Rev. J. Wenger, D.D.
 Annoda Prosad Banerjee.
 Moulvi Kabir-ud-din.

**Krishna Kamal Bhattacharya, B.L.
 Satkari Dutta.

1874

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 The Hon'ble B. D. Colvin.
 The Hon'ble V. H. Schalch, c.s.
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 M. H. L. Bebee, M.A.
 H. H. Locke.
 J. H. A. Branson.

**Omesh Chunder Dutt.
 Shama Churn Sircar.
 G. W. Barclay, M.A.
 Rev. M.A. Sherring, M.A.

1876

The Hon'ble Romesh Chunder Mitter, B.A., B.L.
 The Hon'ble H. J. Reynolds, B.A., c.s.
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 A. Colvin, c.s.
 L. H. Griffin, c.s.
 H. B. Medlicott, M.A., F.G.S.
 F. S. Growse, M.A., c.s.
 J. O'Kinealy, c.s.
 M. S. Howell, c.s.
 Surgeon Major J. Elliott, M.D.
 Surgeon Major T. E. Charles, M.D.
 Surgeon Major H. Cayley, M.D.

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**Names of Fellows marked with ** were appointed Honorary Fellows of the University in 1904 under section 13(1) of the Indian Universities Act of 1904 (Act VIII of 1904).

- **Raja Jay Kissen Dass, c.s.i.
 P. Hordern, B.A.
 J. C. Nesfield, M.A.
 Syed Ahmed Khan, c.s.i.
 Munshi Ram Chunder.
 Major J. Eckford, R.E.
 B. Leslie, C.E.
 V. Ball, M.A.
 T. D. Ingram, LL.B.
 Thakur Giri Prasad of Baiswan.
 H. Blochmann, M.A.
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1877

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 The Hon'ble S. C. Bayley, c.s., c.s.i.
 J. Geoghegan, c.s., c.s.i.
 A. Mackenzie, c.s., B.A.
 W. M. Souttar, c.s., M.A.
 Surgeon T. Lewis, M.B.
 Surgeon D. D. Cunningham, M.D.
 Syud Ameer Ali.
 Nawab Ashgar Ali, Khan Bahadur, Diler-Jung, c.s.i.
 E. Lethbridge, M.A.
 W. Robson, M.D.
 A. W. Garrett, B.A.
 J. Elliott, M.A.
 **Pandit Mahes Chandra Nyayaratna.
 Rev. Lalvihari Dey.
 C. F. Egerton Allen, B.A.
 †Rev. Father E. Lafont, S.J.
 Rev. J. E. Payne.
 **Ananda Mohan Bose.
 †Rev. Kali Churn Banurji, M.A., B.L.

1878

- The Hon'ble H. S. Cunningham.
 The Hon'ble H. T. Prinsep.
 The Hon'ble G. H. P. Evans.
 C. E. Barnard, c.s., c.s.i.
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Col. F. S. Santon, R.E.
 D. M. Barbour, C.S.
 C. J. Lyall, B.A., C.S.
 W. T. Blanford, F.R.S., F.S.S.
 **W. C. Bonnerjee.
 **Dr. Saurindra Mohan Tagore.
 The Rev. J. Robertson, M.A.
 A. Pedler, F.C.S.
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1879

The Hon'ble Arthur Wilson.
 Major-General A. Cadell, R.E.
 †Dr. Prasanna Kumar Ray, D.Sc.
 G. L. Molesworth, C.I.E.
 Rev. Dr. A. F. Rudolf Hoernle, Ph.D.
 Dr. Trailokyanath Mitra, M.A., D.L.
 W. Griffiths, M.A.
 Major J. Herschel, R.E.
 †Dr. Gooroodas Banerjee, M.A., D.L.
 F. J. Rowe, M.A.
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 Rev. W. Hastie, B.D.
 F. Biden, M.A.
 Dr. A. S. Lethbridge, M.D.
 Baden Powell, C.S.
 Dr. Jagabandhu Basu, M.D.
 Capt. A. C. Talbot, B.Sc.
 Surya Kumar Sarbadhikari.
 Dr. R. Harvey, M.D.
 Edward Buck, C.S.

1880

A. M. Nash, M.A.
 Govind C. Dutt.
 H. Levinge, C.E.
 Syud Mahmud.
 The Rev. H. Finter.
 Krishnabehari Sen, M.A.
 Rev. K. S. Macdonald, M.A.
 G. R. Aberigh Mackay.

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 C. P. Carmichael, c.s.
 B. W. Colvin, c.s.
 C. Robertson, c.s.
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 The Very Revd. Father D. Van Impe, S.J.
 Hemchunder Banerjee, B.L.
 Muhammad Yousuff, B.L.
 W. D. Bruce, C.E.
 W. T. Webb, M.A.
 J. S. Slater.
 J. Wilson.
 Radhikaprasad Mukerjee.
 L. Schwendler.
 Lalmadhab Mukerjee, L.M.S.

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 The Hon'ble Kristodas Pal, C.I.E.
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 Col. S. T. Trevor, R.E.
 Dr. D. O'C. Raye, M.D.
 Dr. E. A. Birch, M.D.
 G. Bellett, M.A.
 S. F. Downing, B.A.
 J. Wilson, M.A.
 **Maulvi Syud Ameer Hossain.

1884

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 G. A. Grierson, c.s.
 †Gaurisankar De, M.A., B.L.
 Dr. S. C. Mackenzie, M.D.
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 W. E. Ward, M.A., c.s.
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- Clarmont Daniell, c.s.
 S. A. Hill, B.Sc.
 Pramadadas Mitra.
 **Maulvi Muhammad Sami-Ulla Khan.
 Lt.-Col. G. G. Forbes, R.E.
 J. W. Neill, c.s.
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 The Hon'ble H. Beverley, M.A., c.s.
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 Nilmani Mitter.
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 Col. A. M. Brandeth, R.E.
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 Asst. Surgeon Mukund Lal.

1885

- The Hon'ble E. J. Trevelyan.
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 Surgeon-Major J. O'Brien.
 Anandaram Barooah, c.s.
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 A. Ewbank, M.A.
 C. W. Odling, M.A.
 R. B. Buckley.
 **Kshetranath Chatterjee.
 Madhabchandra Ray, B.A., B.C.E.
 **W. Booth, B.A.
 **Dr. G. Thibaut, Ph.D.
 †H. M. Perceival, M.A.

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Radhikaprasanna Mukherjee.
 Bankimchandra Chatterjee, B.L.
 *Moulvi Dilwar Hossain Ahmed, M.A.
 **Ishanchandra Basu, M.A.
 **Pratapchandra Ghoshe, B.A.
 Rev. W. Smith, M.A.
 Rev. J. Hector, M.A.
 Kunwar Lutif Ali Khan.
 U. C. Mukherjee.
 **Bholanath Pal, M.A.
 **Pandit Lakshmisankar Misra, M.A.
 **Nilmani Mukherjee, M.A.
 **Moulvi Abdool Hai.
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 H. J. S. Cotton, c.s.
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 **K. M. Chatterjee, B.A.
 Surgeon C. J. H. Warden.
 Pundit Ajodhyanath.
 J. Van Someren Pope, M.A.
 J. Mann, M.A.
 **Rev. A. W. Atkinson, M.A.
 †Golapchandra Sarkar, M.A., B.L.
 Jogendrachandra Ghosh.
 Kazi Sayyud Reza Hossain.
 Tarapasanna Ray.

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The Most Revd. Paul Geothals, D.D., S.J.
 The Hon'ble J. W. Quinton, c.s.
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 J. Westland, c.s.
 Col. C. H. Luard, R.E.
 Major C. W. J. Harrison, R.E.
 Surgeon-Major J. Scully, L.R.C.P., M.R.C.S.

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F. J. E. Spring, L.C.E., M.C.I.E.
 **T. C. Lewis, M.A.
 Raja Lachhman Singh.
 The Very Rev. A. Neut, S.J.
 Rev. W. Johnson, B.A.
 **Dr. Ram Krishna Gopal Bhandarkar, M.A., Ph.D.
 †A. C. Edwards, M.A.
 **Brahmamohan Mallik.
 †Nagendranath Ghosh, F.R.S.L.
 **A. F. Abdur Rahman.
 Bireswar Mitra.
 †Chandranath Basu, M.A.
 Maulvi Zahiruddin Ahmed, L.M.S.

1888

J. Wood Mason.
 Surgeon Major A. Crombie, M.D.
 J. H. Gilliland, B.A.
 Durgamohan Das.
 W. H. Jobbins.
 †Haraprasad Sastri, M.A.
 †Moulvi Ahmed.
 †Umeshchandra Datta, B.A.
 Rajaninath Ray, M.A.

1889

Deputy Surgeon General A. H. Hilson, M.B.
 Dr. W. King, B.A., D.Sc., F.G.S.
 C. E. Buckland, B.A.
 **Shams-ul-Ulama Shaikh Mahmud Jilani.
 J. H. Apjohn, M.A., M.I.C.E.
 †G. W. Küchler, M.A.
 **Pratapchandra Majumdar.
 †C. Little, M.A.
 †J. C. Bose, B.A., B.Sc.
 **Srinath Das.
 †Asutosh Mukhopadhyay, M.A., F.R.A.S., F.R.S.E.
 **Ganeschandra Chandra.
 Maulvi Muhammad Abdur Rawuf.

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1890

The Hon'ble J. F. Norris, Q.C.
 The Venerable Archdeacon F. R. Mitchell.
 **Rev. H. Whitehead, M.A.
 Maharaja Sir Narendra Krishna, K.C.I.E.
 **Maulvi Ashraf-Uddin Ahmad.
 **Syamacharan Ganguli, B.A.
 †Bepinbihari Gupta, M.A.

1891

**H. H. Risley, B.A.
 The Rev. J. Morrison, M.A., B.D.
 Sambhuchandra Mukherjee.
 Surgeon Major J. F. P. McConnell, M.D.
 Rai Gunabhiram Barua Bahadur.
 Rev. S. B. Taylor, M.A.
 **Jogindrachandra Ghosh, M.A., B.L.
 †Mahendranath Ray, M.A., B.L.

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 **Rameschandra Dutt, c.s.
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1893

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 F. J. Johnstone, M.L.C.E.
 The Venerable Archdeacon MacCarthy.
 **C. H. Joubert, M.B., F.R.C.S.
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 †Dr. Nilratan Sircar, M.A., M.D.
 **Ramcharan Mitra, M.A., B.L.
 **Narendralal De, M.A., B.L.

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1894

The Hon'ble Justice C. H. Hill, M.A.
 **The Very Revd. Vincent Naish, S.J.
 †Surgeon Major Gerald Bomford, M.D.
 **J. S. Zemin.
 **Maulvi Sams-ul-Huda, M.A., B.L.
 †Herambachandra Maitra, M.A.
 **Srischandra Choudhuri, M.A., B.L.
 †Ramendrasundar Trivedi, M.A.

1895

C. L. Griesbach, C.I.E., F.G.S.
 †Surgeon-Major G. S. A. Ranking, M.D.
 **D. B. Horn, F.C.H.
 †M. E. du S. Prothero, M.A.
 **Rev. J. Edwards, M.A.
 **Maulvi Abdul Karim, B.A.
 †Devaprasad Sarvadhikary, M.A., B.L.
 †Bhupendranath Basu, M.A., B.L.
 **Nrisinhachandra Mukherjee, M.A., B.L.
 **Jagannath Barua, B.A.

1896

**The Hon'ble S. G. Sale, M.A.
 Lt.-Col. A. D. McArthur, R.E.
 **Surgeon-Major J. B. Gibbons, M.D.
 †W. H. Arden Wood, B.A., F.C.S.
 †E. M. Wheeler, M.A.
 **Shams-ul Ataur Rahman.
 †Dr. Suresprasad Sarbadhikary, M.D.
 **Rai Jyotindranath Chaudhuri, M.A., B.L.
 Lalbehari Mitra, M.A., B.L.

1897

The Hon'ble Justice R. F. Rampini, M.A.
 **The Hon'ble Justice L. H. Jenkins.
 The Hon'ble J. G. H. Glass, C.I.E.

**Names of Fellows marked with ** were appointed Honorary Fellows of the University in 1904 under section 13(1) of the Indian Universities Act of 1904 (Act VIII of 1904).

†Names of Fellows marked with † were appointed Ordinary Fellows of the University in 1904. They were eligible for appointment as Honorary Fellows under section 13(1) of the Indian Universities Act of 1904 (Act VIII of 1904) whenever and so often as they ceased to be Ordinary Fellows under the Act.

The Hon'ble Guruprasad Sen, M.A., B.L.
 Surgeon Lt.-Col. E. G. Russell, M.B., B.Sc.
 Maulavi Ahmad, Khan Bahadur.
 Nilkanta Majumdar, M.A.
 †Adharchandra Mukherjee, M.A., B.L.

1898

**The Hon'ble C. W. Bolton, C.S.I.
 **The Hon'ble Sahibzada Muhammad Bukhtiyar Shah, C.S.I.
 R. D. Oldham, A.R.S.M., F.G.S.
 †W. Banks Gwyther, C.B.
 M. V. Portman.
 †Dr. Chunilal Basu, M.B., F.C.S.
 **Rajnarain Mitra, LL.B.
 **Dwarkanath Chakrabarti, M.A., B.L.
 **Jogendranath Sen, M.A., B.L.

1899

**The Hon'ble Saligram Singh.
 The Ven'ble Archdeacon A. E. Stone, B.A.
 Col. T. H. Hendley, I.M.S., C.I.E.
 **S. C. Hill, B.A., B.Sc.
 †H. Stephen, M.A.
 †B. Heaton.
 E. B. Havell.
 Heerjeebhoy Manackjee Rustomjee.
 **Gobindachandra Das, M.A., B.L.
 **Haripada Ghosal, B.C.E.

1900

J. A. Bourdillon, C.S., C.S.I.
 D. Joscelyne.
 Lt.-Col. G. F. A. Harris, I.M.S., M.R.C.P. (Lond.).
 **Major D. Prain, I.M.S., M.B.
 **Major H. J. Dyson, I.M.S., F.R.C.S. (Eng.).
 **A. M. Dunne, B.A., LL.B., Barrister-at-Law.
 **Chunder Narayan Singh, M.A.
 **Jogenchunder Dutt, M.A., B.L.
 **Jyotiprasad Sarbadhikari, M.A., B.L.

**Names of Fellows marked with ** were appointed Honorary Fellows of the University in 1904 under section 13(1) of the Indian Universities Act of 1904 (Act VIII of 1904).

†Names of Fellows marked with † were appointed Ordinary Fellows of the University in 1904. They were eligible for appointment as Honorary Fellows under section 13(1) of the Indian Universities Act of 1904 (Act VIII of 1904) whenever and so often as they ceased to be Ordinary Fellows under the Act.

FELLOWS: 1904-54*

I

HONORARY FELLOWS

Under section 13(1) of the Indian Universities Act, 1904 (VIII of 1904)

*(For names please see previous list marked with ** asterisks)*

II

HONORARY FELLOWS

Under section 13(2) of the Indian Universities Act, 1904 (VIII of 1904,

- 1908 The Hon'ble Sir Rameshwar Singh, K.C.I.E., Maharaja Bahadur of Darbhanga.
- 1909 The Hon'ble Maharaja Manindrachandra Nandi of Cossimbazar.
- 1912 Sir Taraknath Palit, Kt., D.L.
- 1917 Sir Rashbehary Ghose, Kt., C.S.I., C.I.E., M.A., D.L., Ph.D.
- 1922 Rai Gyanendrachandra Ghosh, Bahadur, C.I.E.
- 1934 Sir Rajendranath Mookerjee, K.C.I.E., K.C.V.O., D.Sc., M.I.E., M.I.M.E., F.A.S.B.
- 1946 Prof. Sarvepalli Radhakrishnan, Kt., M.A., D.Litt., LL.D.

ORDINARY FELLOWS

1904

A. Pedler, C.I.E., F.R.S.
 Rev. Father E. Lafont, S.J., C.I.E., M.I.E.E.
 Rev. Kali Churn Banurji, M.A., B.L.
 Dr. Prasannakumar Ray, D.Sc.
 Gooroodas Banerjee, M.A., D.L.
 Dr. Rashbehary Ghose, C.I.E., M.A., D.L.

*List of Honorary and Ordinary Fellows under the Indian Universities Act, 1904 (Act VIII of 1904), valid up to 11 March, 1954.

Under the Act of 1904 Ordinary Fellows were to hold office for a period of five years. They were eligible for appointment as Ordinary Fellows for a fresh term.

Ordinary Fellows were members of the Senate.

Honorary Fellows were of two categories under the Act of 1904.

(1) All Fellows holding office as Fellows of the University before the Act of 1904 came into operation, became Honorary Fellows for life. If any of these Fellows became Ordinary Fellow under the Act, he was to be an Honorary Fellow whenever and so often as he ceased to be an Ordinary Fellow [Section 13(1)].

(2) The Chancellor had the power to nominate under section 13(2) of the Act, any person to be an Honorary Fellow for life who had been eminent for his attainments in any branch of learning, or eminent benefactor of the University, or was distinguished for services to the cause of education.

Honorary Fellows were not members of the Senate.

Gaurisankar De, M.A., B.L.
 Maulavi Seraj-ul-Islam, B.L., Khan Bahadur.
 Rai Debendranath Ray, Bahadur, L.M.S.
 H. M. Percival, M.A. (Lond.).
 The Hon'ble Justice Saradachurn Mitra, M.A., B.L.
 Golapchandra Sarkar, Sastri, M.A., B.L.
 A. C. Edwards, M.A. (Oxon.).
 N. N. Ghose, F.R.S.L.
 Chandranath Basu, M.A., B.L.
 Mahamahopadhyay Haraprasad Sastri, M.A.
 Shams-ul-Ulama Ahmad.
 Umeschandra Datta, B.A.
 G. W. Kuchler, M.A. (Cantab.).
 C. Little, M.A. (Cantab.).
 Dr. J. C. Bose, M.A. (Cantab.), D.Sc. (London), C.I.E.
 The Hon'ble Justice Asutosh Mookerjee, M.A., D.L., F.R.A.S.,
 F.R.S.E.
 Bipinbihari Gupta, M.A.
 Mahendranath Ray, M.A., B.L.
 A. Macdonell, M.A.
 Rai Kailaschandra Basu, Bahadur, C.I.E., L.M.S.
 Dr. Nilratan Sircar, M.A., M.D.
 Surgeon General G. Bonford, C.I.E., M.D., I.M.S.
 Herambachandra Maitra, M.A.
 Ramendrasundar Trivedi, M.A.
 Lt.-Col. G. S. A. Ranking, M.D., I.M.S.
 M. E. du S. Prothero, M.A. (Oxon.).
 Devaprasad Sarvadhikary, M.A., B.L.
 The Hon'ble Bhupendranath Basu, M.A., B.L.
 W. H. Arden Wood, M.A., F.C.S., F.R.G.S.
 Rev. E. M. Wheeler, M.A.
 Dr. Suresprasad Sarbadhikari, M.D.
 Adharchandra Mookerjee, M.A., B.L.
 W. Banks Gwyther, C.E.
 Rai Chunilal Basu, Bahadur, M.B., F.C.S.
 H. Stephen, M.A.
 B. Heaton.
 E. B. Havell, A.R.C.A.
 Lt.-Col. G. F. A. Harris, M.D., F.R.C.P., I.M.S.
 Col. S. H. Browne, M.R.C.P. (Lond.), M.D., C.I.E., I.M.S.
 Lt.-Col. J. Lewtas, M.D., I.M.S.
 Major R. Bird, C.I.E., M.D., D.P.H., F.R.C.S., I.M.S.
 Asst. Surgeon Kedarnath Das, M.D.
 Asst. Surgeon Upendranath Brahmachari, M.D., M.A.
 Dr. C. E. Cullis, M.A. (Cantab.), Ph.D.
 Dr. E. D. Ross, Ph.D.
 Madhusudan Das, C.I.E., M.A., B.L.
 Brajendranath Seal, M.A.

The Hon'ble Justice J. G. Woodroffe, B.C.L., M.A.
 H. R. James, M.A. (Oxon.).
 N. L. Hallward, M.A. (Cantab.).
 C. Russell, M.A. (Oxon.).
 Rev. R. Gee, M.A.
 V. H. Jackson, M.A. (Oxon.).
 Rev. A. B. Wann, M.A., B.D.
 Rev. A. Tomory, M.A.
 Girischandra Bose, M.A., F.C.S.
 Asutosh Chaudhuri, M.A.
 Bhagavati Sahay, M.A., B.L.
 The Hon'ble Justice F. E. Pargiter, B.A.
 Surendranath Banerjea, B.A.
 Major F. J. Drury, M.B., I.M.S.
 P. B. Mukherjee, B.Sc., M.R.A.S.
 H. E. Stapleton, B.A., B.Sc. (Oxon.).
 J. N. Das Gupta, B.A. (Oxon.).
 W. H. Everett, B.A., B.E., M.I.E.E.
 Subodhchandra Mahalanabis, B.Sc., F.R.S.E.
 The Hon'ble Justice C. M. W. Brett.
 The Hon'ble Justice B. G. Geidt.
 S. P. Sinha, Barrister-at-Law.
 P. J. Brühl, M.I.E.E., F.G.S., F.C.S.
 T. H. Holland, A.R.C.S.
 A. E. Silk, A.M.I.C.E.
 The Hon'ble W. Inglis.
 Rai Troyluckonath Banerjee, Bahadur.
 H. S. Ashton.
 D. M. Hamilton.
 J. Macfarlane.
 S. K. Ratcliffe.
 Syed Shurf-ud-din.

1905

Maulvi Md. Yousuff, Khan Bahadur, B.L.
 Rev. Father A. Neut, S.J.
 The Hon'ble Justice R. F. Rampini, M.A., LL.D., C.S.
 Lt.-Col. R. H. Charles, M.D., M.C.H., F.R.C.S., I.M.S.
 Rai Rajendrachandra Sastri, Bahadur, M.A.
 Harinath De, M.A., M.R.A.S.
 Shams-ul-Ulama Mirza Ashruf Ali.
 Lt.-Col. C. P. Lukis, M.D., F.R.C.S., I.M.S.

1906

Nrisinhachandra Mukherjee, M.A., B.L.
 Lalmohan Das, M.A., B.L.
 Col. R. Macrae, M.B., I.M.S.

Rai Krishnachandra Banerjee, Bahadur, B.A.
 Rev. J. Lamb, M.A., B.D.
 Dr. Praphullachandra Ray, D.Sc.
 Arthur Caspersz., B.A.
 Maulavi Syed Shams-ul Huda, M.A., B.L.
 Dr. T. Block, Ph.D.
 Manmohan Ghose, B.A.
 I. H. Burkill, M.A., F.L.S.
 C. H. Browning, M.A.
 Mahamahopadhyay Satischandra Acharya, M.A.
 Dr. Hemchandra Sen, M.D.
 Rev. R. F. Pearce, M.A.
 Major L. Rogers, M.D., F.R.C.S., M.R.C.P., I.M.S.
 Dr. N. Annandale, B.A., D.Sc.
 Major D. M. Moir, M.A., M.D., I.M.S.
 W. W. Hornell, B.A.
 J. A. Cunningham, B.A.
 C. W. Peake, M.A.

1907

The Hon'ble F. A. Slacke, B.A.
 R. S. Highet.
 Dr. G. Thibaut, C.I.E., Ph.D.
 Binayendranath Sen, M.A.
 Rev. E. C. Woodley, M.A.
 H. Stephen, M.A.
 Lt.-Col. F. J. Drury, M.B., I.M.S.
 H. R. James, M.A.
 Lt.-Col. F. P. Maynard, M.B., D.P.H., I.M.S.
 Hari Har Prasad Sinha, B.L.
 Lt.-Col. D. C. Phillott, I.A.

1908

Adharchandra Mukerjee, M.A., B.L.
 Rai Debendranath Ray, Bahadur, L.M.S.
 Jnanchandra Ghose, M.A.
 Haranchandra Banerjee, M.A., B.L.
 Rev. S. L. Thompson, B.A.
 Rev. J. Mitchell, M.A.
 The Hon'ble Justice H. L. Stephen, M.L.
 The Hon'ble Justice C. P. Caspersz, B.A., I.C.S.
 A. Earle, I.C.S.
 W. Tate, A.R.C.S., F.C.S.
 F. C. Turner, B.A.
 The Rev. Father E. O'Neill, S.J., B.A.
 Syed Ali Imam.

1909

The Hon'ble Justice R. Harington, M.A.
 The Hon'ble A. S. Thomson.
 Rajendranath Mukherji, C.I.E.
 Rai Kumudinikanta Banerjee, Bahadur, M.A.
 Dr. D. N. Mallik, B.A., SC.D., F.R.S.E.
 Dr. Girindranath Mukherjee, B.A., M.D.
 Dr. Satischandra Bagchi, B.A., LL.B., LL.D.
 H. H. Hayden, B.A., B.E., F.G.S.
 The Hon'ble G. H. B. Kenrick, K.C., LL.D.
 W. A. J. Archbold, M.A.
 H. M. Percival, M.A.
 C. Little, M.A.
 Dr. E. D. Ross, Ph.D.
 P. B. Mukerjee, B.SC., M.R.A.S.
 W. G. Wedderspoon, M.A., LL.B., F.R.S.E., F.R.G.S.
 Shams-ul-Ulama Abu Nasr Muhammad Waheed, M.A.
 Pandeya Ramavatar Sarma, Sahityacharyya, M.A.
 Dineschandra Sen, B.A.
 Herambachandra Maitra, M.A.
 A. Thompson, M.A.
 Dr. E. P. Harrison, Ph.D.
 Mahendranath Ray, M.A., B.L.
 Bhupendranath Basu, M.A., B.L.

1910

The Hon'ble Justice Asutosh Mookerjee, M.A., D.L., D.SC., F.R.A.S.,
 F.R.S.E.
 Shams-ul-Ulama Muhammad Yusuff, Khan Bahadur, B.L.
 Rai Rajendrachandra Sastri, Bahadur, M.A.
 The Hon'ble R. Nathan, C.I.E., B.A., I.C.S.
 Lalitmohan Chatterjee, M.A.
 Manohar Lal, M.A.
 The Hon'ble A. Earle, C.I.E., I.C.S.
 Rev. J. A. Murray, M.A., B.D.
 Lt.-Col. J. T. Calvert, M.B., M.R.C.P., D.P.H., I.M.S.
 R. H. Robertson, B.A., M.SC., M.I.M.E., F.G.S.
 Rai Annadaprasad Sarkar, Bahadur, B.C.E.
 G. F. Shirras, B.A.
 E. R. Watson, M.A., B.SC.
 J. A. Cunningham, M.A., A.R.C.S.I., F.C.S.
 W. B. McCabe.
 The Hon'ble Surgeon General C. P. Lukis, C.S.I., M.D., F.R.C.S.
 Sir Gooroodas Banerjee, Kt., M.A., D.L., Ph.D.
 Shams-ul-Ulama Ahmed.
 Dr. Brajendranath Seal, M.A., Ph.D.
 Subodhchandra Mahalanabis, B.SC., F.R.S.E.
 Lt. Col. C. R. M. Green, M.D., F.R.C.S.

The Hon'ble Devaprasad Sarvadhikary, M.A., B.L.
 Jnanranjan Banerjea, M.A., B.L.
 Major R. Bird, C.I.E., M.D., D.P.H., F.R.C.S., I.M.S.
 Dr. Nilratan Sircar, M.A., M.D.
 Janakinath Bhattacharyya, M.A., B.L.
 Phanindranath Ganguli, M.A.

1911

Rai Kailaschandra Basu, Bahadur, C.I.E., L.M.S.
 Col. G. F. A. Harris, C.S.I., M.D., F.R.C.P., I.M.S.
 Rai Upendranath Brahmachari, Bahadur, M.A., M.D., Ph.D.
 C. Russell, M.A.
 Rai Saheb, Bhagabati Sahay, M.A., B.L.
 J. N. Das Gupta, B.A.
 P. J. Brühl, M.I.E.E., F.G.S., F.C.S.
 Lalmohan Das, M.A., B.L.
 Rai Krishnachandra Banerjee, Bahadur, B.A., A.M.I.C.E.
 Dr. Praphullachandra Ray, D.Sc., Ph.D., F.C.S.
 I. H. Burkill, M.A., F.L.S.
 Mahamahopadhyay Dr. Satishchandra Vidyabhusan, M.A., Ph.D.
 Major L. Rogers, C.I.E., M.D., D.P.H., F.R.C.S., M.R.C.P., I.M.S.
 C. W. Peake, M.A.
 Baidyanath Narayan Singh, M.A., B.L.
 Kalipada Basu, M.A.
 E. E. Biss, M.A.
 Shams-ul-Ulama Kamaluddin Ahmad, M.A.
 The Hon'ble B. K. Finnimore.
 Capt. R. E. Lloyd, D.Sc., M.D., M.S.
 J. Barrow, M.A.
 Bidhubhushan Goswami, M.A.
 The Hon'ble P. C. Lyon, C.S.I., I.C.S.
 L. P. Pugh, B.C.L.
 Abdul Majid, B.A., LL.B.
 W. Owston Smith, B.A.
 The Hon'ble Nawab Syed Nawab Ali Chowdhury, Khan Bahadur.
 Rev. W. G. Brockway, B.A.
 F. W. Südmersen, B.A.
 R. W. F. Shaw, M.A.
 Rev. R. G. Milburn, B.A.
 The Hon'ble Deepnarayan Singh.
 Rai Chunilal Bose, Bahadur, M.B., F.C.S.
 Birajmohan Majumdar, M.A., B.L.
 Dr. Kedarnath Das, M.D.

1912

H. Stephen, M.A.
 H. R. James, M.A.

Madhusudan Das, C.I.E., M.A., B.L.
 Rai Saheb Bhagabati Sahai, M.A., B.L.
 Dr. G. Thibaut, C.I.E., PH.D., D.SC.
 Binayendranath Sen, M.A.
 Lt.-Col. F. P. Maynard, M.B., D.P.H., I.M.S.
 R. Nathan, C.S.I., C.I.E., B.A., I.C.S.
 Rev. S. L. Thompson, B.A.
 S. W. Kemp, B.A.
 Capt. C. L. Peart, I.A.
 Lt.-Col. B. H. Deare, M.B., D.P.H., M.R.C.P., I.M.S.
 The Hon'ble Justice H. Holmwood, I.C.S.
 Major A. T. Gaye, M.B., I.M.S.
 Dr. Rashbehary Ghose, C.S.I., C.I.E., M.A., D.L.
 Golapchandra Sarkar, Sastri, M.A., B.L.
 B. Heaton.
 Ramendrasundar Tribedi, M.A.
 J. N. Mitra, M.A.

1913

Dr. C. E. Cullis, M.A., Ph.D.
 The Hon'ble Justice Sir H. L. Stephen, Kt., LL.M.
 F. C. Turner, M.A.
 The Hon'ble J. G. Cumming, C.I.E., I.C.S.
 Rev. Father F. X. Crohan, S.J.
 D. Hooper, F.L.S.
 Satischandra Ray, M.A.
 Dr. Hiralal Halder, M.A., Ph.D.
 Rev. Dr. J. Watt, M.A., D.D.
 Rev. Dr. G. Howells, M.A., B.D., Ph.D., B.Litt.
 Adharchandra Mukherjee, M.A., B.L.
 Jnanchandra Ghosh, M.A.
 Jaminibhushan Ray, M.A., M.B.

1914

Sir Rajendranath Mookerjee, K.C.I.E.
 Dr. W. H. Young, M.A., D.SC., F.R.S.
 Dr. Otto Strauss, Ph.D.
 C. S. Middlemiss, B.A., F.G.S.
 Rai Kumudinikanta Banerjee, Bahadur, M.A.
 Dr. D. N. Mallik, B.A., SC.D., F.R.S.E.
 Dr. Satischandra Bagchi, B.A., LL.B., LL.D.
 Rai Harinath Ghosh, Bahadur, M.D.
 T. S. Sterling, M.A.
 V. H. Jackson, M.A.
 Khan Bahadur Maulavi Md. Ibrahim, B.A.
 R. Knox, M.A.

The Hon'ble H. H. Greene.
 Dr. K. S. Caldwell, M.A., Ph.D.
 Herambachandra Maitra, M.A.
 C. J. Hamilton, M.A.
 Dr. E. P. Harrison, Ph.D.
 The Hon'ble Mahendranath Ray, C.I.E., M.A., B.L.
 Bhupendranath Basu, M.A., B.L.

1915

T. H. Richardson, M.A., B.A.I., M.I.C.E.
 Saiyed Ross Masood, B.A.
 The Hon'ble H. Le. Mesurier, C.I.E., I.C.S.
 Dr. H. Stephen, M.A., D.D.
 Rai Bhupatinath Das, Bahadur.
 Maulavi Md. Irfan, M.A.
 T. O. D. Dunn, M.A.
 S. Khuda Bukhsh, M.A., B.C.L.
 Mahamahopadhyay Haraprasad Sastri, C.I.E., M.A.
 Rev. J. Mitchell, M.A., F.R.S.E.
 Rai Saheb Dineshchandra Sen, B.A.
 Rai Lalitmohan Chatterjee, Bahadur, M.A.
 W. E. Griffith, M.A.
 Lt.-Col. J. T. Calvert, M.B., M.R.C.P., D.P.H., I.M.S.
 Shams-ul-Ulama Abu Nasr Md. Waheed, M.A.
 Hon'ble Surgeon-General W. R. Edwards, C.B., C.M.G., M.D., I.M.S.
 Dr. E. R. Watson, M.A., D.Sc.
 T. T. Williams, B.A., B.Sc.
 C. A. King, B.Sc., A.R.C.S.
 Girishchandra Mookerjee, M.A.
 G. F. Fawcus, M.A.
 Hon'ble Dr. Devaprasad Sarvadhikary, Suriratna, Vidyaratnakar,
 C.I.E., M.A., LL.D.
 Hon'ble Sir C. P. Lukis, K.C.S.I., M.D., F.R.C.S., I.M.S.
 Sir Gooroodas Banerjee, Kt., M.A., D.L., Ph.D.
 Dr. Brajendranath Seal, M.A., Ph.D.
 Subodhchandra Mahalanobis, B.Sc., F.R.S.E.
 Jnanranjan Banerjee, M.A., B.L.
 Major F. O. Kinealy, I.M.S.
 H. A. Crouch, B.A., F.R.I.B.A.
 Dr. G. H. B. Kenrick, K.C., LL.D.
 W. A. J. Archbold, M.A., LL.B.
 Dr. Nilratan Sircar, M.A., M.D.
 Lt.-Col. R. Bird, C.I.E., M.B.O., M.D., M.S., F.R.C.S., I.M.S.
 The Hon'ble Justice Sir Asutosh Mookerjee, Saraswati, Sastra-
 vachaspati, Kt., C.S.I., M.A., D.L., D.Sc., Ph.D., F.R.A.S., F.R.S.E.,
 F.A.S.B.
 Dr. Suresprasad Sarbadhikary, B.A., M.D.

1916

Sir Kailaschandra Basu, Kt., C.I.E., L.M.S., F.C.S.
 Dr. Kedarnath Das, M.D.
 The Hon'ble Justice Sir John Woodroffe, Kt., M.A., B.C.L.
 Rai Bahadur Dr. Upendranath Brahmachari, M.A., M.D., Ph.D.
 Girischandra Bose, M.A.
 J. N. Das Gupta, B.A. (Oxon.), Bar.-at-Law.
 The Hon'ble Sir S. P. Sinha.
 Dr. P. J. Brühl, D.Sc., I.S.O., F.C.S., F.G.S.
 Dr. Praphullachandra Ray, C.I.E., D.Sc., Ph.D., F.C.S.
 Mahamahopadhyay Dr. Satischandra Vidyabhushan, M.A., Ph.D.
 C. W. Peake, M.A.
 G. Findlay Shirras, M.A.
 E. E. Biss, M.A.
 J. R. Barrow, M.A.
 Bidhubhusan Goswami, M.A.
 The Hon'ble Abdul Majid, B.A., LL.B.
 The Hon'ble Nawab Syed Nawab Ali Chaudhuri, Khan Bahadur.
 W. Owston Smith, M.A.
 F. W. Südmerson, B.A.
 Debendranath Sen, M.A.
 W. C. Wordsworth, M.A.
 Narendranath Ray, M.A.
 Apurbachandra Datta, B.A.
 Rev. W. E. S. Holland, M.A.
 J. W. Langford James, M.A.
 Rev. Dr. W. S. Urquhart, M.A., D.Phil.
 Lt.-Col. R. P. Wilson, F.R.C.S., D.P.H., I.M.S.
 The Hon'ble Dwarka Nath, B.A., LL.B.
 H. Lambert, M.A.
 Dr. Bidhanchandra Roy, B.A., M.D., F.R.C.S. (Eng.), M.R.C.P. (Lond.).
 Dr. Dwarkanath Mitra, M.A., D.L.
 Rai Chunilal Basu, Bahadur, M.B., F.C.S., I.S.O.
 Birajmohan Majumdar, M.A., B.L.

1917

Rai Bhagavati Sahay, Bahadur, M.A., B.L.
 The Hon'ble Justice Nawab Sir Syed Shams-ul-Huda, K.C.I.E.,
 M.A., B.L.
 Lt.-Col. B. H. Deare, M.D., I.M.S.
 Zahadur Rahim Zahid Suhrawardy, M.A., B.L.
 R. N. Gilchrist, M.A.
 D. R. Bhandarkar, M.A.
 D. B. Meek, M.A., B.Sc.
 The Hon'ble Justice W. E. Greaves, M.A.
 The Hon'ble F. A. A. Cowley.
 Manmathanath Ray, M.A., B.L.
 Charuchandra Biswas, M.A., B.L.

Dr. Praphullachandra Mitter, M.A., Ph.D.
 Sir Rashbehary Ghose, Kt., C.S.I., C.I.E., M.A., D.L., Ph.D.
 B. Heaton.

1918

Rev. Dr. J. Watt, M.A., D.D.
 Ramendrasundar Trivedi, M.A.
 Dr. C. E. Cullis, Ph.D.
 Rev. Fr. F. X. Crohan, S.J.
 F. C. Turner, M.A.
 Dr. Hiralal Halder, M.A., Ph.D.
 Satischandra Ray, M.A.
 The Hon'ble T. C. P. Gibbons, K.C.
 Lt.-Col. C. R. Stevens, M.D., F.R.C.S., I.M.S.
 Major D. McCay, M.D., I.M.S.
 The Hon'ble Kaminikumar Chanda, M.A., B.L.
 Mahendranath Banerjee, B.A., M.R.C.S.
 Dr. F. H. Gravely, D.Sc.
 A. H. Harley, M.A.
 The Hon'ble Dr. Abdulla-al-Mamun Suhrawardy, M.A., D.Litt.,
 Ph.D., Barrister-at-Law.
 Nawab Bahadur A. F. M. Abdur Rahman, Barrister-at-Law.
 The Hon'ble Surgeon General W. H. B. Robinson, C.B., I.M.S.
 Dr. D. Thomson, M.A., B.Sc., Ph.D.
 M. Hunter, C.I.E., M.A.
 Rai Abinaschandra Bose, Bahadur, M.A.
 K. L. Dutta, M.A., F.S.S., F.R.E.S.
 Rev. Dr. G. Howells, M.A., B.D., Ph.D., B.Litt.
 Rev. A. B. Johnston, M.A.
 Jnanchandra Ghosh, M.A.
 Jaminibhusan Ray, M.A., M.B.
 Adharchandra Mookerjee, M.A., B.L.

1919

The Hon'ble Sir Rajendranath Mookerjee, K.C.I.E.
 J. Bottomley, B.A.
 The Hon'ble Justice G. C. Rankin, M.A.
 Rai Kumudinikanta Banerjee, Bahadur, M.A.
 Dr. D. N. Mallik, B.A., Sc.D., F.R.S.E.
 Dr. Satischandra Bagchi, B.A., LL.B., LL.D.
 T. S. Sterling, M.A.
 The Hon'ble Sir F. W. Carter, Kt., C.I.E., O.B.E.
 Dr. C. A. Bentley, M.B., D.P.H., D.T.H.M.
 Khan Bahadur Ashanulla, M.A., M.R.S.A.
 Aga Md. Kazim Sherazi
 Rai Saheb Dineschandra Sen, B.A.
 Dr. Hassan Suhrawardy, F.R.C.S., L.M., M.D.
 E. F. Oaten, M.A., LL.B.

Pramathanath Banerjee, M.A., B.L.
 The Hon'ble Mahendranath Ray, C.I.E., M.A., B.L.
 Herambachandra Maitra, M.A.
 Dr. Harendracoomar Mookerjee, M.A., Ph.D.
 Lt.-Col. A. Leventon, F.R.C.S.I., I.M.S.

1920

Mahamahopadhyay Haraprasad Sastri, C.I.E., M.A.
 Dr. H. Stephen, M.A., D.D.
 Shams-ul-Ulama Abu Nasr Muhammad Waheed, M.A.
 Rai Lalitmohan Chatterjee, Bahadur, M.A.
 T. H. Richardson, M.A., B.A.I., M.I.C.E.
 Rai Bhupatinath Das, Bahadur, M.A., B.SC.
 Maulvi Muhammad Irfan, M.A.
 S. Khuda Bukhsh, M.A., B.C.L.
 W. E. Griffith, M.A.
 Rev. E. C. Dewick, M.A.
 Lt.-Col. J. C. H. Leicester, M.D., I.M.S., F.R.C.S.
 C. D. M. Hindley, M.A.
 The Hon'ble Sir A. R. Murray, Kt., C.B.E.
 Sir Devaprasad Sarvadhikary, Kt., C.I.E., M.A., LL.D., M.L.A.
 Dr. Brajendranath Seal, M.A., Ph.D.
 Subodhchandra Mahalanobis, B.SC., F.R.S.E.
 Jnanranjan Banerjea, M.A., B.L.
 The Hon'ble Sir Asutosh Mookerjee, Kt., C.S.I., M.A., D.L., D.SC., etc
 Lt.-Col. Suresprasad Sarvadhikary, C.I.E., B.A., M.D., I.M.S.
 Sir Nilratan Sircar, Kt., M.A., M.D.

1921

G. Findlay Shirras, M.A., F.S.S., F.E.S.
 Lt.-Col. W. V. Coppinger, D.S.O., M.D., B.SC., F.R.C.S.I., I.M.S.
 Lt.-Col. H. A. Cameron, C.I.E., R.E., M.I.E. (Ind.).
 C. P. Walsh, M.I.E. (Ind.).
 Asutosh Sastri, M.A.
 C. H. Watkins, M.A., D.Theol.
 W. C. Wordsworth, M.A., M.L.C.
 E. E. Biss, M.A.
 Bt. Lt.-Col. F. A. F. Barnardo, C.B.E., C.I.E., M.D., F.R.C.S.E.,
 I.M.S.
 J. A. Taylor, M.SC.
 Rev. A. E. Brown, M.A., B.SC.
 Dr. T. O. D. Dunn, M.A., D.Litt.
 A. C. Dutta, B.A.
 Sir Praphullachandra Ray, Kt., C.I.E., D.SC., Ph.D., F.C.S.
 J. R. Barrow, M.A.
 Hon'ble Abdul Majid, B.A., LL.B., C.I.E.
 Dr. Abanindrahath Tagore, C.I.E., D.Litt.
 Girischandra Bose, M.A., M.R.A.S.

Rev. W. S. Urquhart, M.A., D.Litt.
 Sir Asutosh Chaudhuri, kt., M.A., Barrister-at-Law, M.L.C.
 E. Egerton Smith, M.A.
 J. C. Coyajee, B.A., LL.B.
 Dr. E. P. Harrison, PH.D., F.R.S.E., F.Inst. P.
 Dr. Bidhanchandra Roy, B.A., M.D., F.R.C.S. (Eng.), M.R.C.P. (Lond.).
 Ramaprasad Mookerjee, M.A., B.L.
 Rai Chunilal Basu, Bahadur, F.C.S., I.S.O.
 Birajmohan Majumdar, M.A., B.L.

1922

Khan Bahadur Shams-ul-Ulama Moulvi Hidayet Hussain.
 The Hon'ble Justice Z. R. Zahid Suhrawardy, M.A., B.L.
 G. M. Wright (Miss), B.A. (Oxon.).
 R. N. Gilchrist, M.A.
 Dr. D. R. Bhandarkar, M.A., Ph.D.
 Dr. D. B. Meek, M.A., D.Sc., F.R.Met.S.
 The Hon'ble Sir Abdur Rahim, kt., M.A.
 Major General B. H. Deare, C.I.E., D.P.H., M.R.C.P., I.M.S.
 The Hon'ble Justice W. E. Greaves, M.A.
 G. G. Dey.
 Jatindranath Maitra, M.B., M.L.C.
 Dr. Pramathanath Nandi, M.D.
 Khagendranath Mitra, M.A., M.L.A.
 Praphullachandra Mitter, Ph.D.
 Manmathanath Ray, M.A., B.L.
 Prabhatnath Banerjee, M.A. (Cantab.), A.M.I.E. (Ind.).

1923

Bhupendranath Basu, M.A., B.L.
 Rev. Fr. F. X. Crohan, S.J.
 Kaminikumar Chanda, M.A., B.L.
 Mahendranath Banerjee, C.I.E., B.A., M.R.C.S.
 Dr. Abdulla-al-Mamun Suhrawardy, M.A., D.Litt., Ph.D., Barrister-at-Law.
 Dr. D. Thomson, M.A., B.Sc., Ph.D.
 Rai Bahadur Abinashchandra Bose, M.A.
 J. M. Bottomley, B.A.
 A. Macdonald, M.A., B.Sc., A.M.I.E. (Ind.).
 R. B. Ramsbotham, M.B.E., M.A.
 Dr. Pramathanath Banerjea, M.A., D.Sc., M.L.C., Barrister-at-Law.
 S. R. Das.
 Lt.-Col. J. W. D. Megaw, M.D., I.M.S.
 Johan Van Manen.
 N. G. Leather, M.A. (Cantab.).
 Dr. C. V. Raman, M.A., D.Sc.
 The Hon'ble Khan Bahadur Aminul Islam, B.L.
 The Hon'ble Sir Bijay Chand Mahtab, K.C.S.I., G.C.I.E., I.O.M.

The Hon'ble Surendranath Mallik, M.A., B.L.
 Jyotischandra Mitra, M.A.
 W. C. Wordsworth, M.A.
 Rev. Dr. G. Howells, M.A., B.D., Ph.D., B.Litt.
 Jnanchandra Ghosh, M.A.
 Jaminibhusan Ray, Kaviratna, M.A., M.B.
 Adharchandra Mookerjee, M.A., B.L.

1924

H. E. Stapleton, M.A., B.Sc.
 Sir Rajendranath Mookerjee, K.C.I.E., K.C.V.O., M.I.E. (Ind.).
 Rai Kumudinikanta Banerjee, Bahadur, M.A.
 Dr. Satischandra Bagchi, B.A., LL.B., LL.D.
 Rai Bahadur Dineschandra Sen, B.A., D.Litt.
 Rev. J. Watt, M.A., D.D.
 T. H. Richardson, M.A., B.A.I., M.I.C.E.
 W. E. Griffith, M.A.
 The Hon'ble Justice Sir G. C. Rankin, Kt., M.A.
 Khan Bahadur Moulvi Ahsanullah, M.A., M.R.A.S.
 Aga Muhammad Kazim Shirazi
 E. F. Oaten, M.A., LL.B., M.L.C.
 Dr. Adityanath Mookerjee, M.A. Ph.D.
 Khan Bahadur Tasadduq Ahmad, B.A.
 Capt. Haji Dabiruddin Ahmad, K.I.H., L.M.S., B.M.S.
 Major General R. Heard, C.I.E., M.D., K.H.S., I.M.S.
 Major A. D. Stewart, M.D., F.R.C.S., I.M.S.
 Abdul Kasim Fazl-ul-Huq., M.A., B.L., M.L.C.
 Dr. Ganesh Prasad, M.A., D.Sc., M.L.C.
 Shams-ul-Ulama Kamaluddin Ahmad, M.A., M.R.A.S.
 Mahendranath Ray, C.I.E., M.A., B.L.
 Pramathanath Banerjee, M.A., B.L.
 Herambachandra Maitra, M.A.
 Syamaprasad Mookerjee, M.A., B.L.
 Major W. L. Harnett, F.R.C.S., I.M.S.

1925

Mahamahopadhyay Haraprasad Sastri, C.I.E., M.A.
 The Hon'ble Sir Devaprasad Sarvadhikary, Kt., C.I.E., M.A., LL.D.
 Dr. H. Stephen, M.A., D.D., Ph.D.
 Subodhchandra Mahalanobis, B.Sc., F.R.S.E.
 Rai Lalitmohan Chatterjee, Bahadur, M.A.
 Jnanranjan Banerjea, M.A., B.L.
 T. S. Sterling, M.B.E., M.A.
 Maulvi Muhammad Irfan, M.A.
 S. Khuda Bukhsh, M.A., B.C.L.
 A. H. Harley, M.A.
 Lt. Col. J. C. H. Leicester, M.D., B.S., B.Sc., F.R.C.E., F.R.C.S., I.M.S.
 The Hon'ble Sir A. R. Murray, Kt., C.B.E.

The Hon'ble Rai Bahadur Promodchandra Dutta, B.L.
 R. Wolfenden, M.B.E., M.SC., M.I. Mech E., M.I.E. (Ind.), Barrister-
 at-Law.
 Surendranath Maitra, M.A., B.A. (Cantab.), A.R.C.S. (Lond.).
 Rev. P. G. Bridge, D.D.
 Col. G. R. Hearn, C.I.E., D.S.O., ASSOC.INS.C.E., M.I.E. (Ind.).
 Sir Nilratan Sircar, Kt., M.A., M.D., LL.D., D.C.L.
 Dr. Sivapada Bhattacharyya, M.D.

1926

Sir Kailaschandra Basu, Kt., C.I.E., O.B.E., L.M.S.
 Dr. Kedarnath Das, C.I.E., M.D.
 Rai Upendranath Brahmachari, Bahadur, M.A., M.D., Ph.D., F.C.S.
 Sir Praphullachandra Ray, Kt., C.I.E., D.S.C., Ph.D., F.C.S.
 Rev. W. S. Urquhart, M.A., D.Litt.
 Charuchandra Biswas, M.A., B.L.
 R. N. Gilchrist, M.A.
 Lt.-Col. F. A. F. Barnardo, C.B.E., C.I.E., M.D., F.R.C.S.E., I.M.S.
 Rev. A. E. Brown, C.I.E., M.A., B.Sc.
 J. C. Coyajee, B.A., LL.B.
 J. W. Holme, M.A.
 Lt.-Col. Sir Frank Powell Conner, Kt., D.S.O., F.R.C.S.
 Sarvepalli Radhakrishnan, M.A.
 Brajendralal Mitter, M.A., B.L., Barrister-at-Law.
 Rev. Fr. E. Roeland, S.J.
 Major Henry Hingston, M.D.
 Jadunath Sarkar, C.I.E., M.A.
 Srikumar Banerjee, M.A.
 Rai Bahadur Sadananda Dowera, M.Sc.
 Nawabzada A. S. M. Latifur Rahaman, M.A., Barrister-at-Law.
 Dr. Jnanendranath Mukherjee, D.Sc.
 J. Chaudhuri, M.A., Barrister-at-Law.
 Dr. Matloob Ahmad Khan Chaudhuri, M.D.
 The Hon'ble Justice Bepinbihari Ghosh, M.A., B.L.
 D. E. Roberts, M.Sc.
 Dr. Hiralal Haldar, M.A., Ph.D.
 Dr. Bidhanchandra Roy, B.A., M.D., F.R.C.S., M.R.C.P., M.L.C.
 Ramaprasad Mookerjee, M.A., B.L.
 Rai Chunilal Bose, Bahadur, C.I.E., I.S.O., M.B., F.C.S.
 Birajmohan Majumdar, M.A., B.L.

1927

Dr. D. R. Bhandarkar, M.A., Ph.D.
 Shams-ul-Ulama Hidayet Hussain, Khan Bahadur, F.A.S.B.
 G. M. Wright, B.A. (Oxon.).
 Dr. Suniti Kumar Chatterji, M.A., D.Lit. (Lond.).
 Benoykumar Sen, M.A.
 A. F. M. Abdul Ali, M.A., F.R.S.L.

Dr. Debendramohan Bose, M.A., B.Sc., Ph.D.
 Dr. Mrigendalal Mitra, L.M.S., M.D., F.R.C.S. (Edin.).
 Major General Godfrey Tate, M.B., K.H.S., I.M.S., M.L.C.
 Rev. G. Ewan, M.A., Ph.D.
 The Hon'ble Justice Leonard Wolfred James Costello, M.A., LL.B.,
 Barrister-at-Law.
 Jatindramohan Ray, B.A., C.E. (Roorkee).
 Dr. Pramathanath Nandi, M.D.
 Satischandra Ghosh, M.A.
 Dr. Narendranath Law, M.A., Ph.D.
 Saratchandra Basu, M.A., B.L., Barrister-at-Law, M.L.C.
 Dr. Praphullachandra Mitter, M.A., Ph.D.
 Manmathanath Ray, M.A., B.L., M.L.C.
 Prabhatnath Banerjee, M.A. (Cantab.), A.M.I.E. (Ind.).

1928

Rev. Fr. F. X. Crohan, S.J.
 Rev. G. Howells, M.A., Ph.D., B.Litt., B.D.
 W. C. Wordsworth, M.A.
 Mahendranath Banerjee, C.I.E., B.A., M.R.C.S.
 Dr. Abdulla-al-Mamun Suhrawardy, M.A., D.Litt., Ph.D., Barrister-
 at-Law, M.L.A.
 Dr. D. Thomson, M.A., B.Sc., Ph.D.
 Dr. Pramathanath Banerjea, M.A., D.Sc., Barrister-at-Law, M.L.C.
 Johan Van Manen.
 R. B. Ramsbotham, M.B.E., M.A., B.Litt.
 A. Macdonald, M.A., B.Sc., A.M.I.E. (Ind.).
 Dr. C. V. Raman, M.A., D.Sc., F.R.S.
 Jyotishchandra Mitra, M.A., B.L.
 Lt.-Col. J. D. Sandes, M.D., F.R.C.P.I., I.M.S.
 Lt. Col. R. Knowles, I.M.S.
 Maulvi Munwar Ali, B.A., LL.B. (Aligarh), M.L.C.
 Nripendranath Sircar, M.A., B.L., Barrister-at-Law.
 Khan Bahadur Md. Aziz-ul-Huq, B.L., M.L.C.
 Dr. W. A. Jenkins, D.Sc.
 Rev. Allen Cameron, M.A., B.D.
 Dr. Surendranath Dasgupta, M.A., Ph.D. (Cal.), Ph.D. (Cantab.).
 Rabindranarayan Ghosh, M.A.
 Rai Jnanchandra Ghosh, Bahadur, M.A.
 Rai Khagendranath Mitra, Bahadur, M.A.

1929

Sir Rajendranath Mookerjee, K.C.I.E., K.C.V.O., M.I.E. (Ind.).
 Dr. Satischandra Bagchi, B.A., LL.B., LL.D., Barrister-at-Law.
 W. E. Griffith, M.A.
 Major Hassan Suhrawardy, O.B.E., M.D., F.R.C.S., D.P.H.O.
 Dr. Adityanath Mukherjee, M.A., Ph.D.
 Khan Bahadur Tasadduq Ahmad, B.A., B.T., M.Ed.

Capt. Dabiruddin Ahmad, K.I.H., L.M.S., B.M.S., A.I.R.O.
 Lt.-Col. A. D. Stewart, M.B., F.R.C.S.E., D.P.H., D.T.M.H., I.M.S.
 Moulvi A. F. M. Abdul Kadir, M.A.
 Dr. Susilkumar Mukherjee, L.M.S., D.O. (Oxon.), D.O.M.S. (Lond.),
 F.R.C.S. (Edin.).
 Rev. J. N. Rawson, B.Sc., B.D.
 Pramathanath Banerjee, M.A., B.L., Barrister-at-Law.
 Herambachandra Maitra, M.A.
 Syamaprasad Mookerjee, M.A., B.L., Barrister-at-Law.
 Manindranath Basu, M.B., C.M. (Edin.).

1930

Mahamahopadhyaya Haraprasad Sastri, C.I.E., M.A., D.Litt. (Dacca).
 Lalitmohan Chatterjee, M.A.
 S. Khuda Bukhsh, M.A., B.C.L., Barrister-at-Law.
 The Hon'ble Justice Dwarkanath Mitter, M.A., D.L.
 The Hon'ble Justice Z. R. Zahid Suhrawardy, Barrister-at-Law.
 A. H. Harley, M.A.
 Lt. Col. W. L. Harnett, M.A., M.B. (Cambridge), F.R.C.S. (Eng.),
 I.M.S.
 Dr. Ganesh Prasad, M.A., D.Sc.
 The Hon'ble Promodchandra Dutta, Rai Bahadur, C.I.E., B.L.
 R. Wolfenden, M.B.E., M.Sc., M.I.Mech.E. M.I.E. (Ind.), Barrister-at-
 Law.
 Dr. Ali Karim, B.Sc. (Cal.), Ph.D. (Lond.), D.I.C., A.I.C., A.M.I.Chem.E.
 Mrs. P. K. Ray.
 The Hon'ble Justice T. Ameer Ali, Barrister-at-Law.
 Dr. Alex. Jardine, D.Sc., M.Inst.C.E., M.I.E. (Ind.).
 Maulvi Muhammad Maula Buksh, B.A., Khan Bahadur.
 Dr. Bhagabatkumar Goswami, Sastri, M.A., Ph.D.
 Rev. C. S. Milford, M.C., M.A. (Oxon.).
 Nibaranchandra Ray, M.A.
 Apurvakumar Chanda, M.A. (Oxon.).
 Lt.-Col. Dwarkaprasad Goil, M.B., F.R.C.S.E., I.M.S.
 Khan Bahadur Maulvi Muhammad Musa, M.A.
 Lt.-Col. R. B. Seymour-Sewell, M.A., I.M.S.
 Sir Nilratan Sircar, Kt., M.A., M.D., LL.D., D.C.L., M.L.C.
 Dr. Sivapada Bhattacharyya, M.D.

1931

Sir Devaprasad Sarvadhikary, Kt., C.I.E., C.B.E., M.A., LL.D., etc.
 Dr. Kedarnath Das, C.I.E., M.D., F.C.O.G.
 Rai Upendranath Brahmachari, Bahadur, M.A., M.D., Ph.D., F.A.S.B.
 Subodhchandra Mahalanobis, B.Sc., F.R.S.E.
 Sir Praphullachandra Ray, Kt., C.I.E., D.Sc., Ph.D., F.C.S.
 Dr. W. S. Urquhart, M.A., D.L., D.Litt., D.D.
 Charuchandra Biswas, C.I.E., M.A., B.L., M.L.A.
 R. N. Gilchrist, M.A., M.L.C.

Aga Mirza Muhammad Kazim Shirazi.
 Surendranath Mallik, M.A., B.L.
 J. W. Holme, M.A.
 Sir Sarvepalli Radhakrishnan, Kt., M.A., D.Litt.
 Rev. Fr. E. Roeland, S.J.
 Sir Jadunath Sarkar, Kt., C.I.E., M.A., M.L.C.
 Dr. Srikumar Banerjee, M.A., B.L., Ph.D.
 Nawabzada A. S. M. Latifur Rahman, M.A. (Cantab.), Barrister-at-Law.
 Dr. Jnanendranath Mukherjee, D.Sc. (Lond.).
 The Hon'ble Sir Bipinbehari Ghosh, M.A., B.L.
 D. E. Roberts, M.Sc.
 Lt.-Col. V. B. Green-Armytage, M.D., F.R.C.P. (Lond.), F.C.O.G., I.M.S.
 Captain Jitendranath Banerjee, Barrister-at-Law.
 Bhupatimohan Sen, M.A. (Cantab.), M.Sc.
 Rev. A. R. Spooner, B.A. (Lond.).
 Kumar Pramatheschandra Barua, B.A., M.L.C.
 Lt.-Col. E. W. O'G Kirwan, M.B., F.R.C.S., I.M.S.
 The Hon'ble Raja Sir Manmathanath Raychaudhuri, Kt., M.L.C.
 Dr. Lalitmohan Banerjee, M.S., F.R.C.S.
 Dr. Hiralal Haldar, M.A., Ph.D.
 Dr. Bidhanchandra Roy, B.A., M.D., M.R.C.P. (Lond.), F.R.C.S. (Eng.)
 Ramaprasad Mookerjee, M.A., B.L.
 Hemchandra Dasgupta, M.A., F.G.S.
 Birajmohan Majumdar, M.A., B.L.

1932

Dr. D. R. Bhandarkar, M.A., Ph.D.
 Shams-ul-Ulama Hidayet Hussain, Khan Bahadur, F.A.S.B.
 Khan Bahadur A. F. M. Abdul Ali, M.A., F.R.S.L.
 Dr. Mrigendralal Mitra, M.D., F.R.C.S. (Edin.).
 The Hon'ble Justice Leonard Wilfred James Costello, M.A., LL.B.
 Barrister-at-Law.
 Jatindramohan Ray B.A., C.E. (Roorkee), M.I.E. (Ind.).
 Khan Bahadur Moulvi Alfaz-ud-din Ahmad, M.A.
 Dr. Mahamad Qudrat-i-Khuda, D.Sc.
 Dr. Phanindranath Ghosh, M.A., Ph.D., Sc.D., F. Inst. P.
 The Hon'ble Justice Manmathanath Mukherjee, M.A., B.L.
 Lt.-Col. T. C. Boyd, I.M.S.
 Mahendranath Gohain, M.L.C.
 Jnanranjan Banerjee, M.A., B.L.
 Jitendranath Maitra, M.B.
 Dr. Pramathanath Nandi, M.D.
 Satischandra Ghosh, M.A.
 Dr. Praphullachandra Mitra, M.A., Ph.D.
 Manmathanath Ray, M.A., B.L.
 Prabhatnath Banerjee, M.A. (Cantab.), M.I.E. (Ind.).

1933

Rev. Fr. F. X. Crohan, s.J.
 W. C. Wordsworth, M.A.
 Sir Abdullah-al-Manun Suhrawardy, kt., M.A., Ph.D., D.Litt.,
 Barrister-at-Law, M.L.A.
 Dr. D. Thomson, M.A., B.Sc., Ph.D.
 Rev. A. E. Brown, C.I.E., M.A., B.Sc.
 A. Macdonald, M.A., B.Sc., M.I.E. (Ind.).
 Sir C. V. Raman, kt., M.A., Ph.D., D.Sc., LL.D., D.L., N.L., F.R.S.
 Jyotischandra Mitra, M.A., B.L.
 Lt.-Col. J. D. Sandes, M.D., F.R.C.P.I., I.M.S.
 Khan Bahadur Md. Aziz-ul-Huq, B.L., M.L.C.
 Dr. W. A. Jenkins, D.Sc.
 Rev. Allan Cameron, M.A., B.D.
 Dr. Surendranath Dasgupta, M.A., Ph.D. (Cal.), Ph.D. (Cantab.).
 Lt.-Col. E. W. O'G. Kirwan, M.B., F.R.C.S., I.M.S.
 Khan Bahadur Moulvi Tafazzal Ahmad, B.E.
 Birendranath Ghosh, F.R.F.P.O.S. (Glas.)
 Naliniranjan Sarkar.
 Husayen Saheed Suhrawardy, M.A., B.Sc., B.C.L. (Oxon.), Barrister-
 at-Law.
 Abu Ahmad Abdul Hafiz, M.A., B.L.
 Lt. Col. P. Fleming Gow, M.A., M.B., Ch.B., F.R.C.S., D.P.H.
 Khan Bahadur Abdullah Abu Sayied, M.A.
 Birendranath Mookerjee, M.A. (Cantab.), A.M.I.E. (Ind.).
 Jitendralal Banerjee, M.A.
 Dr. Pramathanath Banerjea, M.A., D.Sc., Barrister-at-Law.
 Rai Bahadur Khagendranath Mitra, M.A.

1934

Manindranath Bose, M.B., C.M. (Edin.).
 Khan Bahadur Tasadduq Ahmad, B.A., B.T., M.Ed.
 Captain Dabiruddin Ahmad, O.B.E., L.M.S., A.I.R.O., V.H.A.S.
 Lt.-Col. A. D. Stewart, C.T.E., M.B., Ch.B., F.R.C.S.E., D.P.H., D.T.M. & H.,
 I.M.S., F.S.M.F. (Bengal).
 A. K. Fazlul Huq, M.A., B.L., M.L.C.
 Sir Hassan Suhrawardy, kt., O.B.E., LL.D., M.D., D.Sc., F.R.C.S.I.,
 D.P.H., F.S.M.F. (Bengal).
 Johan Van Manen, C.I.E.
 Maulvi A. F. M. Abdul Kadir, M.A.
 Dr. Susilkumar Mukherjee, L.M.S. (Cal.), D.O. (Oxon.), D.O.M.S.
 (Lond.), F.R.C.S. (Edin.), F.S.F.M. (Bengal).
 Rev. J. N. Rawson, B.Sc., B.D.
 Major General Dwarkaprasad Goil, M.B., Ch.B., F.R.C.S., I.M.S.
 Dr. Mohammad Zubair Siddiqi, M.A., B.L., Ph.D.
 A. N. Chaudhuri, B.A. (Cantab.) (Mrs.).
 Mukundabehari Mallik, M.A., B.L., M.L.C.
 Sir Badridas Goenka, M.A., C.I.E., B.A., M.L.C.

Rev. Fr. M. Vermiere, S.J.
 Lt.-Col. E. H. Vere Hodge, M.D., M.R.C.P. (Lond.), I.M.S.
 Dr. Herambachandra Maitra, M.A., D.Litt.
 Rai Jnanchandra Ghosh, Bahadur, M.A.
 Pramathanath Banerjee, M.A., B.L., Barrister-at-Law.
 Syamaprasad Mookerjee, M.A., B.L., Barrister-at-Law, M.L.C.
 Birendranath Ghosh, F.R.F.P.&S. (Glas.).

1935

The Hon'ble Justice Dwarkanath Mitter, M.A., D.L.
 Sir Z. R. Zahid Suhrawardy, Kt., M.A., B.L., Barrister-at-Law.
 Mrs. P. K. Ray, M.B.E.
 The Hon'ble Rai Pramodchandra Dutta, Bahadur, C.I.E., B.L.
 R. Wolfenden, M.B.E.
 Khan Bahadur Maulvi Md. Maula Baksh, B.A.
 Nibaranchandra Ray, M.A.
 Apurvakumar Chanda, M.A.
 Khan Bahadur Moulvi Md. Musa, M.A.
 Rev. C. S. Milford, M.C., M.A.
 Dr. Surendranath Sen, M.A., Ph.D., B.Litt. (Oxon.).
 A. F. Rahman, M.A. (Oxon.), M.L.C.
 H. A. Stark, B.A.
 Dr. T. Ahmed, M.B., F.R.C.S., D.O.M.S.
 Shahid Suhrawardy, B.A. (Oxon.).
 Dr. Jitendraprasad Niyogi, M.A., Ph.D. (Lond.).
 Dr. Girindrasekhar Bose, D.Sc., M.B.
 Jitendramohan Sen, B.Sc., M.Ed. (Leeds).
 Ratanmohan Chatterjee, B.L.
 Sir Nilratan Sircar, Kt., M.A., M.D., LL.D., D.C.L., M.L.C.
 Dr. Harendracoomar Mookerjee, M.A., Ph.D.
 Lt.-Col. R. N. Chopra, C.I.E., M.A., M.D., I.M.S.

1936

Dr. Hiralal Haldar, M.A., Ph.D.
 Sir Upendranath Brahmachari, Kt., M.A., M.D., Ph.D., F.A.S.B.
 Subodhchandra Mahalanobis, B.Sc., F.R.S.E.
 Sir Praphullachandra Roy, Kt., C.I.E.
 Dr. W. S. Urquhart, M.A., D.L., D.Litt., D.D.
 Charuchandra Biswas, M.A., B.L.
 R. N. Gilchrist, M.A.
 Sir Sarvepalli Radhakrishnan, Kt., M.A., D.Litt.
 Nawabzada A. S. M. Latif-ur-Rahman, M.A. (Cantab.), Bar.-at-Law.
 Dr. Jnanendranath Mukherjee, D.Sc. (Lond.).
 The Hon'ble Maharaja Sir Manmathanath Roy Choudhury, Kt., M.L.C.
 Praphullachandra Ghosh, M.A.
 Lt.-Col. Karunakumar Chatterjee, I.M.S., F.R.C.S.I., I.T.F.

The Hon'ble Justice Rupendracoomar Mitra, M.Sc., M.L.
 C. F. Ball, M.A.
 R. B. Lal, M.B., B.S., D.P.H., D.T.M.&H., D.B.
 A. F. Harvey, F.C.H., M.I.E. (Ind.).
 Dr. Bidhanchandra Roy, B.A., M.D., M.R.C.P. (Lond.), F.R.C.S. (Eng.).
 Ramaprasad Mookerjee, M.A., B.L.
 Satyendranath Roy, M.B., F.R.C.S. (Edin.).
 Birajmohan Majumdar, M.A., B.L.

1937

Khan Bahadur Maulvi Alfazuddin Ahmed, M.A.
 Dr. Muhammad Quadrat-i-Khuda, D.Sc. (Lond.), D.I.C.
 Dr. Phanindranath Ghosh, M.A., Ph.D., Sc.D., F.Inst.P.
 Sir Manmathanath Mukherjee, Kt., M.A., B.L.
 Lt.-Col. T. C. Boyd, M.R.C.P., F.R.C.S.I., L.M., D.P.H., F.I.C., I.M.S.
 Jotindramohan Roy, B.A., C.E. (Roorkee), M.I.E. (Ind.).
 Sir Md. Azizul Haque, Kt., C.I.E., B.L.
 The Hon'ble Justice Leonard Wilfred James Costello, M.A., LL.B.,
 Barrister-at-Law.
 Rabindranarayan Ghosh, M.A.
 Lt.-Col. F. J. Anderson, M.C., M.B.B.S., F.R.C.S. (Eng.), I.M.S.
 Rev. Fr. A. Vestraeten, S.J.
 Dr. Syed Hidayetullah, M.Sc., Ph.D.
 Satischandra Ray, M.A. (Lond.), I.E.S.
 Dr. Rameschandra Majumdar, M.A., Ph.D.
 Khan Bahadur Moulvi Ebrahim Khan, M.A., B.L.
 Sasikanta Chakrabarti, B.E., M.I.P. (Lond.), M.I.E. (Ind.).
 The Hon'ble Justice N. A. Khundkar, M.A., Barrister-at-Law.
 Dr. Hemchandra Raychoudhury, M.A., Ph.D.
 Santoshkumar Barua, B.A., M.L.A.
 Dr. Satyacharan Law, M.A., B.L., Ph.D., F.Z.S., F.N.I.
 S. Wajid Ali, B.A. (Cantab.), Barrister-at-Law.
 Pulinbehari Mallick, M.A., B.L.
 Praphullachandra Mitter, M.A., Ph.D.
 Manmathanath Ray, M.A., B.L.
 Prabhatnath Banerjee, M.A. (Cantab.), M.I.E. (Ind.).
 Satischandra Ghosh, M.A.

1938

W. C. Wordsworth, M.A.
 Dr. W. A. Jenkins, D.Sc.
 Rev. Allan Cameron, M.A., B.D.
 Dr. Surendranath Dasgupta, M.A., Ph.D. (Cal.), Ph.D. (Cantab.).
 Lt.-Col. E. W. O'G. Kirwan, C.I.E., M.Sc., M.D., F.R.C.S.I., I.M.S.
 Khan Bahadur Tafazzal Ahmed, B.E.
 Lt.-Col. P. Fleming Gow, D.S.O., M.A., M.B., Ch.B., F.R.C.S.E., D.P.H.,
 F.C.O.C., I.M.S.
 Khan Bahadur Abdullah Abu Sayied, M.A.

Birendranath Mookerjee, M.A. (Cantab.), M.I.E. (Ind.)
 Major-General P. S. Mills, C.I.E., M.B., B.S., D.T.M.&H., M.R.C.S.,
 I.M.S.
 Maulvi Abdul Bari Chaudhuri, M.A., B.L., M.L.A. (Assam).
 Dr. Ali Karim, B.Sc., Ph.D. (Lond.), D.I.C., A.I.C., A.M.I.chem. (Eng.).
 J. W. Chippendale, M.A., B.L., M.L.A.
 Khan Bahadur Muhammad Abdul Momin, B.A., C.I.E.
 Saurendramohan Bose, B.A.
 C. V. Miller, A.C.G.I., B.Sc., A.M.I. struct. E.
 K. Zachariah, M.A. (Oxon.), I.E.S.
 Dr. Pramathanath Banerjee, M.A., D.Sc., Barrister-at-Law.
 Rai Bahadur Khagendranath Mitra, M.A.

1939

Johan Van Manen, C.I.E.
 Dr. Md. Zubair Siddiqi, M.A., B.L., Ph.D.
 Sir Badridas Goenka, Kt., C.I.E., B.A.
 Major Dabiruddin Ahmed, O.B.E., L.M.S., V.H.A.S., A.I.R.O.
 Dr. Sushilkumar Mukherjee, L.M.S., D.O. (Oxon.), D.O.M.S. (Lond.),
 F.R.C.S. (Edin.).
 M. N. Bose, M.B., C.M. (Edin.).
 Khan Bahadur Tasadduq Ahmad, B.A., B.T., M.Ed.
 Lt.-Col. J. C. De, M.B., M.R.C.P., M.R.C.S., M.D.
 Abdur Rahman Siddiqi, M.L.A.
 Dr. Megnad Saha, D.Sc., F.R.S.
 Sunitibala Gupta, B.A., B.T., M.Ed. (Srimati)
 Dr. Henry Thomas, M.A., Ph.D.
 Abul Quasem, M.A., B.L.
 Lt.-Col. A. C. Chatterjee, M.B., D.P.H., I.M.S.
 Fazlur Rahman, M.A., B.L., M.L.A.
 Khan Bahadur Mohammad Ali, M.L.A.
 Lalitmohan Banerjee, M.S., F.R.C.S.
 Dr. Syamaprasad Mookerjee, M.A., B.L., D.Litt., Barrister-at-Law.
 Pramathanath Banerjee, M.A., B.L., Barrister-at-Law.
 Jogeschandra Chakravarti, M.A.
 Sailendranath Mitra, M.A.
 Dr. Himadrikumar Mookerjee, D.Sc. (Lond.), D.I.C.

1940

Sir Z. R. Zahid Surhawardy, Kt., M.A., B.L., Barrister-at-Law.
 Hamidul Huq Chaudhury, B.L., M.L.C.
 Dr. Itrat Hossain Zuberi, M.A., Ph.D.
 Mrs. S. C. Mookerjee.
 Dr. Jogischandra Sinha, M.A., Ph.D.
 Ananta Hiralal Pandya, Sc.D. (Eng.), A.M.I. struct. E., A.M. Am. Soc.,
 C.E., A.M.I.E. (Ind.), A.M. inst. W., M.A.R.P.I.
 S. N. Banerjee, Barrister-at-Law.
 Rai Bahadur Bhadreswar Barua, B.L.

Rev. J. N. Rawson, B.Sc., B.D.
 Khan Bahadur Maulvi Md. Maula Baksh, B.A.
 Rev. C. S. Milford, M.C., M.A.
 Nibaranchandra Ray, M.A.
 Apurbakumar Chanda, M.A.
 T. Ahmed, M.B., F.R.C.S., D.O.M.S.
 Shahid Surhawardy, B.A. (Oxon.).
 Jitendraprasad Niyogi, M.A., Ph.D. (Lond.).
 Dr. Girindrasekhar Bose, D.Sc., M.B.
 Lt.-Col. R. N. Chopra, C.I.E., M.A., M.D., I.M.S.
 Sir Nilratan Sircar, Kt., M.A., M.D., LL.D., D.C.L.
 Dr. Harendracoomar Mookerjee, M.A., Ph.D.

1941

Jitendramohan Sen, B.Sc., M.Ed. (Leeds), T.D. (Lond.), Dip.Ed. (Oxford), F.R.G.S., F.N.I., Rai Bahadur.
 Shams-ul-Ulama Khan Bahadur Maulvi Md. Musa, M.A.
 Ratanmohan Chatterjee, B.L., M.B.E.
 Subodhchandra Mahalanobis, B.Sc., F.R.S.E.
 Sir Sarvepalli Radhakrishnan, Kt., M.A., D.Litt.
 Lt.-Col. Karunakumar Chatterjee, L.M.S., F.R.C.S.I., F.S.M.F.
 C. F. Ball, M.A. (Lond.)
 Dr. Jnanendranath Mukherjee, D.Sc. (Lond.).
 Sir Praphullachandra Ray, Kt., C.I.E., D.Sc., Ph.D., F.C.S.
 The Hon'ble Justice Charuchandra Biswas, M.A., B.L.
 Sir Upendranath Brahmachari, Kt., M.A., M.D., Ph.D., F.A.S.B.
 The Hon'ble Justice Rupendracoomar Mitter, M.Sc., M.L.
 Rev. G. H. C. Angus, M.A., D.D.
 Khan Bahadur K. M. Asadullah, B.A., F. & A.
 Rai Saheb Panchanan Ganguli.
 Debi Prasad Khaitan, M.A., B.L., M.L.A.
 The Hon'ble Justice Sir Syed Nasim Ali, Kt., M.A., B.L.
 Major-General W. C. Paton, M.C., I.M.S.
 Sir Abdul Halim Ghuznavi, Kt., M.L.A.
 Khan Saheb Dewan Muhammad Ahbab Chowdhury, M.L.A.
 Dr. Bidhanchandra Roy, B.A., M.D., F.R.C.S. (Eng.), M.R.C.P. (Lond.).
 Ramaprasad Mookerjee, M.A., B.L.
 Satyendranath Roy, M.B., F.R.C.S. (Edin.), D.T.M. & H. (Eng.).

1942

Rev. Father A. Verstraceten, S.J.
 Lt.-Col. F. J. Anderson, M.C., M.B.B.S., F.R.C.S., I.M.S.
 Khan Bahadur Maulvi Alfazuddin Ahmed, M.A.
 Dr. Md. Quadrat-i-Khuda, D.Sc. (Lond.), P.I.C.
 Khan Bahadur Maulvi Ibrahim Khan, M.A., B.L.
 Dr. Phanindranath Ghosh, M.A., Ph.D., Sc.D., F.Inst.P.
 The Hon'ble Sir Manmathanath Mookerjee, Kt., M.A., B.L.
 Dr. Satyacharan Law, M.A., B.L., Ph.D., F.Z.S., F.N.I.

Dr. Rameschandra Majumdar, M.A., Ph.D.
 S. Wajid Ali, B.A. (Cantab.), Barrister-at-Law.
 Rai Bahadur Pramodchandra Dutta, C.I.E., B.L.
 Dr. Hemchandra Roychowdhury, M.A., Ph.D.
 Rai Bahadur Bijoychandra Sengupta, M.A.
 Rabindranarayan Ghosh, M.A.
 Khan Bahadur Badiur Rahman, B.Sc., B.T. (Cal.), M.Ed. (Leeds).
 Umaprasanna Basu, M.B., F.R.C.P.I., F.B.M.F. (Bengal).
 A. K. M. Zakariah.
 Dr. Mamood Hasan, Khan Bahadur, M.A., D.Phil. (Oxon.),
 Barrister-at-Law, M.R.S.L.
 Harshanath Sen, M.Sc.
 Narendranath Sarkar, M.A., R.A., F.S.A.A., F.C.W.A., F.I.C.W., A.F.S.S.,
 A.C.I.S.
 Amulyakrishna Das, B.Sc. (Cal.), B.Sc. Tech. (Manchester),
 A.M.I.E.E.
 Dr. Praphullachandra Mitra, M.A., Ph.D.
 Manmathanath Ray, M.A., B.L.
 Prabhatnath Banerjee, M.A. (Cantab.), M.I.E. (Ind.).
 Satischandra Ghosh, M.A.
 Sasikanta Chakravarti, B.E., M.I.P. (Lond.), M.I.E.

1943

J. W. Chippendale, M.A., B.L., M.L.A.
 Rev. Allan Cameron, M.A., B.D.
 Dr. Surendranath Dasgupta, M.A., Ph.D. (Cal.), Ph.D. (Cantab.),
 D.Litt. (Rome).
 W. C. Wordsworth, M.A.
 Lt. Col. E. W. O. G. Kirwan, M.Sc., M.D., F.R.C.S.I., F.S.M.F., I.M.S.
 Sir Birendranath Mookerjee, Kt., M.A. (Cantab.), M.I.E. (Ind.).
 K. Zacharia, M.A. (Oxon.), I.E.S.
 Dr. Radhabinod Pal, M.A., D.L.
 Kumudsankar Roy, M.A., B.Sc. (Edin.), M.B., Ch.B. (Edin.), F.S.M.F.
 (Bengal).
 Dr. Bireschandra Guha, M.A., Ph.D., D.Sc. (Lond.).
 Lt.-Col. H. E. Murray, M.D., M.Ch., F.R.C.O.G.
 Sir A. Fazlur Rahman, Kt., M.A. (Oxon.), LL.D.
 James Buchanan, M.A.
 Dr. J. B. Grant, M.D., M.P.H.
 Moulvi Muhammad Amjad Ali, B.L., LL.B., M.L.A. (Assam).
 Bijoy Ch. Mukherjee, M.B., D.P.H.
 Krishna Kanta Handique, M.A.
 Dr. Snehamooy Datta, M.Sc. (Cal.), D.Sc. (Lond.), D.I.C., F.N.I.
 C. V. Miller, A.C.C.I., B.Sc., A.M.I. Struct. E.
 B. Mookerjee, M.B., D.P.H.
 Dr. Pramathanath Banerjee, M.A., D.Sc., Barrister-at-Law.
 Rai Bahadur Khagendranath Mitra, M.A.

1944

Dr. Md. Zubair Siddiqi, M.A., B.L., Ph.D. (Cantab.).
 Khan Bahadur Muhammad Ali, M.L.A.
 Khan Bahadur Tasadduq Ahmad, B.A., B.T., M.Ed.
 Abdur Rahman Siddiqi, M.L.A.
 Dr. Megnad Saha, D.Sc., F.R.S.
 Sunitibala Gupta, B.A., B.T., M.Ed. (Srimati).
 Dr. Henry Thomas, M.A., Ph.D.
 Fazlur Rahman, M.A., B.L., M.L.A.
 M. N. Bose, M.B., C.M. (Edin.), F.S.M.F.
 Lt.-Col. Sir Hassan Suhrawardy, Kt., O.B.E., LL.D., D.Sc., M.D.,
 F.R.C.S.I., D.R.H.
 Jatindrakisore Chaudhury, M.A.
 F. E. Grose, M.A. (Cantab.) (Miss).
 Dr. Ataul Hakim, M.A., Ph.D.
 Rev. John Kellas, M.A.
 Dineschandra Chakravarty, M.B.E., F.R.C.S. (Edin.).
 Tatini Das, M.A. (Mrs.).
 Kaliprasad Khaitan, M.A., B.L., Barrister-at-Law.
 Hemendranarayan Ray, M.B. (Cal.), M.R.C.A.G. (Lond.).
 Pramathanath Banerjee, M.A., B.L., Barrister-at-Law.
 Sailendranath Mitra, M.A.
 Dr. Subodh Mitra, M.B., M.D. (Berlin), F.R.C.S. (Edin.), F.R.C.O.G.
 (Eng.).
 Dr. Syamaprasad Mookerjee, M.A., B.L., D.Litt., Barrister-at-Law.
 Jogeschandra Chakravorti, M.A.
 Dr. Phanindranath Brahmachari, M.Sc., M.D.
 Lalitmohan Banerjee, M.S., F.R.C.S.

1945

Hamidul Huq, Chowdhury, B.L., M.L.C.
 Dr. Itrat Hossain Zuberi, M.A., Ph.D.
 T. Ahmed, M.B., F.R.C.S., D.O.M.S.
 Shahid Suhrawardy, B.A. (Oxon.)
 Dr. Girindrasekhar Bose, D.Sc., M.B.
 Mrinmayee Roy (Mrs.).
 Nagendranath Sen, M.Sc., F.R.I.C., A.R.S.M. (Lond.), A.I.M.M. (Lond.)
 J. M. Bottomlay, M.A. (Oxon.), C.I.E.
 Rai Saheb Deveswar Sarma, B.L.
 Khan Bahadur Moulvi M. Shamsuzzoha, B.L., M.L.C.
 The Hon'ble Justice A. S. M. Akram, B.L.
 Shaukat Omer, B.Sc. (Engineering) (Lond.), A.M.I.E.E. (Lond.).
 Prasantachandra Mahalanobis, O.B.E., M.A. (Cantab.), B.Sc. (Cal.),
 F.S.S., F.N.I., F.R.S.
 Dr. Jitendraprasad Niyogi, M.A., Ph.D. (Lond.).
 Lt.-Col. R. Linton, M.B., Ch.B., B.Sc., I.M.S.
 H. P. Bhowmik, O.B.E., M.I.E. (Ind.).
 Dr. A. B. M. Habibullah, M.A., Ph.D. (Lond.), F.L.A.

Dr. Saurindrakumar Gupta, M.A., B.L. (Cal.), M.A. (Oxon.), Ph.D.,
B.Litt. (Oxon.), Barrister-at-Law.
Dr. Indubhushan Bose, M.D.
Dr. Harendracoomar Mookerjee, M.A., Ph.D.

1946

Rai Bahadur Jitendramohan Sen, B.Sc., M.Ed. (Leeds).
Rev. G. H. C. Angus, M.A., D.D.
Khan Bahadur K. M. Asadullah, B.A., F.L.A.
C. F. Ball, B.A. (Lond.).
The Hon'ble Justice Sir Syed Nasim Ali, Kt., M.A., B.L.
The Hon'ble Justice Sir Rupendracoomar Mitra, Kt., M.Sc., M.L.
Saurendramohan Bose, B.A., Attorney-at-Law.
Sir Abdul Halim Ghuznavi, Kt., M.L.A.
The Hon'ble Justice Charuchandra Biswas, C.I.E., M.A., B.L.
Nawabzada A. S. M. Latif-ur-Rahman, M.A. (Cantab.), Barrister-
at-Law.
Rai Bahadur Gopendralal Das Chowdhury, B.L.
Khan Bahadur Md. Zia-ul-Huq, M.A.
Devaprasad Ghosh, M.A., B.L.
Major General W. E. R. Dimond, C.I.E., O.B.E., A.H.S., I.M.S.
Satyendranath Bose, M.Sc.
Dr. Trigunacharan Sen, Dr. Ing. (Munich), A.M.E.E., M.I.E. (Ind.).
Ramendranath Ghosh, M.B. (Cal.), F.R.C.S. (Edin.).
Monoranjan Sengupta, B.A., B.T.
Panchanan Chatterjee, M.B. (Cal.), F.R.C.S. (Edin.).
Debabrata Mookherjee, M.A., B.L.
A. K. Chanda, B.A., Barrister-at-Law, M.L.A.
Noel Barwell, M.C., M.A. (Cantab.), Barrister-at-Law.
Dr. Begum Ikramullah, Ph.D. (Lond.).
Dr. Asima Chatterjee, D.Sc. (Srimati).
E. V. Staynor, M.A. (Lond.), T.D. (Lond.).
Dr. Bidhanchandra Roy, B.A., M.D., D.Sc., M.R.C.P. (Lond.), F.R.C.S.
(Eng.).
Ramaprasad Mookerjee, M.A., B.L.
Satyendranath Ray, M.B., F.R.C.S., D.T.M. & H.

1947

Dr. Md. Quadrat-i-Khoda, D.Sc. (Lond.), D.I.C.
Rev. Fr. A. Verstraeten, S.J.
Khan Bahadur Maulvi Ebrahim Khan, M.A., B.L.
Dr. Hemchandra Raychaudhury, M.A., Ph.D.
S. Wajid Ali, B.A. (Cantab.), Barrister-at-Law.
Dr. Himadrikumar Mookerjee, D.Sc. (Lond.), D.I.C., F.N.I.
Khan Bahadur Badiur Rahman, B.Sc., B.T., M.Ed. (Leeds).
Dr. A. C. Chatterjee, M.B., D.P.H.
A. K. M. Zakariah.

Dr. Mamood Hasan, M.A., D.Phil. (Oxon.), Barrister-at-Law,
M.R.S.L. (Lond.).
Narendranath Sarkar, M.A., R.A., F.S.A.A., F.C.W.A., F.I.C.W., A.F.S.S.,
A.C.I.S., A.C.I.I.
Amulyakrishna Das, B.Sc., tech. (Manchester), A.M.I.E.
Lt.-Col. C. K. Lakshmanam, I.M.S., L.M.S. (Mad.), M.R.C.S.,
D.T.M. & H. (Lond.), D.P.H. (Eng.).
Lt.-Col. C. L. Pasricha, I.M.S.
Col. D. Clyde, C.I.E., I.M.S.
Dr. Bimalachurn Law, M.A., B.L., Ph.D.
Baidyanath Mookherjee, B.A.
Amulyachandra Ukil, M.B., M.S.P.E. (Paris), F.S.M.F., F.N.I., F.A.S.
Dr. W. D. West, M.A. (Cantab.), sc.D. (Cantab.), F.N.I.
Dr. Stella Kramrisch, Ph.D. (Miss).
Dr. Praphullachandra Mitter, M.A., Ph.D.
Manmathanath Ray, M.A., B.L.
Prabhatnath Banerjee, M.A. (Cantab.), M.I.E.
Satischandra Ghosh, M.A.
Purnendukumar Banerjee, M.A., B.L., D.S.E.

1948

Apurbakumar Chanda, M.A. (Oxon.).
Dr. Radhabinod Pal, M.A., D.L.
Kumudsankar Ray, M.A., B.Sc. (Edin.), M.B., ch.B. (Edin.).
Sir Birendranath Mookerjee, Kt., M.A. (Cantab.), M.I.E. (Ind.).
Dr. Bireschandra Guha, M.Sc., Ph.D., D.Sc. (Lond.).
The Hon'ble Justice Bijankumar Mukherjee, M.A., B.L.
The Hon'ble Azizul Huq, M.A., B.L., Barrister-at-Law.
Humayun Kabir, M.A. (Cal. & Oxon.).
Annadacharan Karkoon, M.A., B.L.
Mother Mary Antonia Burke, M.A.
Amiyakumar Sen, M.A.
Prasantakumar Bose, M.A., B.L., B.A. (Oxon.).
Dr. Dhirendranath Chakrabarti, Ph.D. (Berlin).
Kshirodchandra Chaudhury, M.B.
Dr. Sisirkumar Mitra, M.B.E., D.Sc., F.N.I.
Dr. D. N. Ray, M.D., D.Sc.
Thomas C. Vicary, M.A.
Rev. W. J. Culshaw, B.A., B.D.
Dr. Srikumar Banerjee, M.A., B.L., Ph.D.
Rai Bahadur Khagendranath Mitra, M.A.
Dr. Pramathanath Banerjee, M.A., D.Sc. (Lond.), Barrister-at-Law.

1949

Jatindrakishore Chaudhuri, M.A.
Dr. Md. Zubair Siddiqi, M.A., B.L., Ph.D.
Rev. John Kellas, M.A.
Sunitibala Gupta, M.A. (Srimati).

Dineschandra Chakravarti, M.B.E., F.R.C.S. (Edin.).
 Tatini Das, M.A. (Srimati).
 Kaliprasad Khaitan, M.A., B.L., Barrister-at-Law.
 Hemendranarayan Ray, M.B., M.R.C.O.G. (Lond.).
 M. N. Bose, M.B., C.M. (Edin.).
 Satinath Bagchi, M.Sc., M.B., M.O. (Cal.).
 Jogenchandra Banerjee, M.B. (Cal.), L.R.C.P., M.R.C.S. (Lond.),
 M.R.C.P.
 Lila Latika Banerjee, M.A. (Srimati).
 Dr. Sudhirranjan Sengupta, B.Sc., Ph.D. (Glas.), A.M.I.E. (Ind.).
 J. C. Gupta, M.B.
 F. J. C. Friend-Pereira, M.A. (Cantab.).
 Mahendralal Sarkar, M.A.
 Dr. Jogendrachandra Bardhan, D.Sc. (Lond.).
 Asoka Gupta, B.A. (Srimati).
 Dr. Meghnad Saha, D.Sc., F.R.S.
 Lalitmohan Banerjee, M.S., F.R.C.S.
 Sailendranath Mitra, M.A.
 Dr. Pramathanath Banerjee, M.A., B.L., LL.D., D.Litt., Barrister-at-Law.
 Dr. Syamaprasad Mookerjee, M.A., B.L., D.Litt., LL.D., Barrister-at-Law.
 Dr. Subodh Mitra, M.B., M.D. (Berlin), F.R.C.S. (Edin.), F.R.C.O.G. (Eng.)
 Dr. Phanindranath Brahmachari, M.Sc., M.D.

1950

Dr. Suniti Kumar Chatterjee, M.A., D.Litt.
 Dr. Jitendraprasad Niyogi, M.A., Ph.D. (Lond.).
 Mrinmayee Roy (Srimati).
 Nagendranath Sen, M.Sc., F.R.I.C., A.R.S.M. (Lond.), A.I.M.M. (Lond.)
 H. P. Bhowmik, O.B.E., M.I.E. (Ind.).
 D. C. Driver, M.A. (Cantab.), Barrister-at-Law.
 Arunkumar Sen, M.A. (Cal.), M.Sc. (Lond.), Barrister-at-Law.
 Sachindranath Banerjee, M.A., B.L.
 Prafullakumar Guha, M.A., B.L.
 S. E. Rani Ghosh, M.A., B.T., T.Dip. (Lond.), F.R.C.S. (Srimati).
 Kironchandra Addy, M.A. (Oxon.).
 Pratapchandra Bose, B.Sc. (Engineering) (Glasgow).
 Dr. Dhirendranath Banerjee, M.B., M.D. (Berlin).
 Pramathanath Mukherjee, M.A.
 Rev. C. E. Abraham, M.A., D.D.
 Dr. Sarojkumar Basu, M.A., Ph.D.
 Justice Sambhunath Banerjee, M.Sc., Barrister-at-Law.
 Justice Jyotiprakash Mitra, B.A. (Oxon.), Barrister-at-Law.
 Dr. Kshetrapal Das Ghosh, M.A. (Oxon.), D.Litt., Barrister-at-Law.
 Dr. Nikhilranjan Sen, Ph.D., D.Sc., F.N.I.
 Capt. P. B. Mukerjee, M.B. (Cal.), F.R.C.S. (Edin.), D.M.R.E.

Bidhubhusan Sengupta, M.A.
 Bhupeschandra Dasgupta, B.Sc., M.B., M.R.C.P., D.T.M. & H., D.P.I.
 Sudhirkumar Majumdar, M.A.
 Dr. Saurindrakumar Gupta, M.A., B.L., M.A. (Oxon.), Ph.D., B.Litt.
 (Oxon.), Barrister-at-Law.

1951

Satyendranath Bose, M.Sc.
 Dr. Triguna Sen, Dr. Eng. (Munich), M.I.E. (Ind.), A.M.M.E., M.A.E.
 Panchanan Chatterjee, M.B., F.R.C.S. (Edom.).
 Dr. Asima Chatterjee, D.Sc. (Srimati).
 Charuchandra Biswas, M.A., B.L.
 Jitendramohan Sen, B.Sc., M.Ed. (Leeds), T.D. (Lond.), Dip.Ed.
 (Oxford), F.R.G.S., F.N.I.
 Justice Roopendracoomar Mitter, M.Sc., M.L.
 Dr. Snehamay Datta, M.Sc., D.Sc. (Lond.), D.I.C., F.N.I.
 Sudhangsukumar Guha Thakurta, M.A.
 Dr. Jnanendrachandra Ghose, D.Sc., F.N.I.
 Durjendranath Ganguli, B.E., A.M.I.E. (Ind.).
 Dr. Rafiuddin Ahmed, D.D.S., F.I.C.D.
 Sushilkumar Mukherjee, M.Sc.
 Dr. Kalidas Nag, M.A., D.Litt. (Paris).
 C. R. Nodder, M.A.
 Dr. Bidhanchandra Roy, B.A., M.D., F.R.C.S. (Eng.), M.R.C.P. (Lond.).
 Justice Ramaprasad Mookerjee, M.A., B.L.
 Dr. Kalipada Biswas, M.A., D.Sc. (Edin.), F.R.S.E., F.N.I., F.B.S.

1952

R. B. Lal, M.B., B.S. (Punjab), D.P.H. (Oxon.), D.T.M.&H. (Eng.),
 D.B. (Lond.), F.N.I.
 Rev. Fr. A. Verstraeten, S.J.
 Dr. Himadrikumar Mookerjee, D.Sc. (Lond.), D.I.C., F.N.I.
 S. Bandyopadhyay, B.Sc. (Glas.), M.I.E. (Ind.).
 Lt. Col. C. K. Lakshmanan, L.M.S. (Mad.), M.R.C.S., D.T.M.&H.
 (Lond.), D.P.H. (Eng.), I.M.S.
 Satischandra Ghosh, M.A.
 Dr. Purnachandra Mahanti, D.Sc., F.N.I.
 R. G. P. S. Fairbairn, B.Sc. (Glasgow), M.I.E. (Ind.), M. I.Mech. E.
 Kesabeswar Basu, B.A., Dip.Ed.

1953

Apurbakumar Chanda, M.A. (Oxon.).
 Dr. Hemchandra Roychowdhury, M.A., Ph.D.
 A. C. Chatterjee, M.B., D.P.H.
 Narendranath Sarkar, M.A., R.A., F.S.A.A., F.C.W.A., F.R.C.W., A.F.S.S.,
 A.C.I.S., A.C.I.I.
 Amulyakrishna Das, B.Sc., tech. (Manchester), A.M.I.E.
 Dr. Radhabinod Pal, M.A., D.L.

Dr. Bimalachurn Law, M.A., LL.B., Ph.D.
 Amulyacharan Ukil, M.B., M.S.P.E. (Paris), F.C.C.P., F.S.M.F., F.N.I.,
 F.A.S.
 Dr. Bireschandra Guha, M.Sc., Ph.D., D.Sc. (Lond.).
 Justice Bijonkumar Mookerjee, M.A., LL.B.
 Azizul Huque, M.A., LL.B., Barrister-at-Law.
 Humayun Kabir, M.A. (Oxon.).
 Amiyakumar Sen, M.A.
 Annadacharan Karkoon, M.A., LL.B.
 Prasantakumar Bose, M.A. (Cal. & Oxon.), LL.B.
 Kshirodchandra Chaudhuri, M.B.
 Dr. Sisirkumar Mitra, D.Sc., F.N.I.
 Dr. D. N. Ray, M.D., D.Sc., D.T.M.
 T. C. Vicary, M.A.
 Dr. Stella Kramrisch, Ph.D.
 K. V. Krishnan, M.B.B.S. (Mad.), F.R.C.P. (Edin.), F.N.I., F.R.S.,
 F.A.O.S. (Baltimore).
 Dr. Pramathanath Banerjea, M.A., D.Sc. (Lond.), Barrister-at-Law.
 Dr. Srikumar Banerjee, M.A., LL.B., Ph.D.
 Dr. Mohinimohan Bhattacharyya, M.A., LL.B., Ph.D.

CONSTITUTION OF THE SENATE

UNDER THE CALCUTTA UNIVERSITY ACT, 1951

WITH EFFECT FROM 12 MARCH, 1954

Ex-officio Members

(i) Chancellor

**Dr. Harendracoomar Mookerjee, M.A., Ph.D., D.Litt.
 *P. B. Chakrabarti, M.A., LL.B.
 Padmaja Naidu (Srimati).

(ii) Vice-Chancellor

*Dr. Sambhunath Banerjee, M.Sc., LL.D., Barrister-at-Law.
 *Dr. Jnanendrachandra Ghosh, D.Sc., F.N.I.
 Nirmalkumar Sidhanta, M.A. (Cantab.).

(iii) Treasurer

Satischandra Ghosh, M.A.

Other Ex-officio Members

(iv) The Director of Public Instruction, West Bengal.

*Membership ceased.

**Deceased.

*(v) The President, Board of Secondary Education, West Bengal.

(vi) *University Professors*

- *Dr. Haridas Bagchi, M.A., Ph.D.
Debendranath Banerjee, M.A.
- *Dr. Indubhushan Banerjee, M.A., Ph.D.
Dr. Jitendranath Banerjee, M.A., Ph.D.
- *Dr. Srikumar Banerjee, M.A., LL.B., Ph.D.
Dr. Jogendrachandra Bardhan, D.Sc. (Cal. and Lond.).
Dr. Sarojkumar Basu, M.A., Ph.D.
Dr. Jnanendralal Bhaduri, D.Sc.
Dr. Asutosh Bhattacharyya, M.A., Ph.D., Sastri.
- *Dr. Mohinimohan Bhattacharyya, M.A., LL.B., Ph.D.
Satyendranath Bose, M.Sc.
Nirmalnath Chatterjee, M.Sc.
Dr. Sivaprasad Chatterjee, M.Sc., T.D. (Lond.), Ph.D. educ. (Lond.),
D.Litt. (Paris), F.G.S.
Kshitiprasad Chattopadhyay, M.Sc. (Cantab.).
Dr. Niraj Nath Dasgupta, M.Sc., Ph.D. (Lond.).
Dr. Sashibhushan Dasgupta, M.A., Ph.D.
Dr. Nalinaksha Datta, M.A., Ph.D., D.Lit. (Lond.).
Dr. Bhupendranath Ghosh, D.Sc.
Dr. Bireschandra Guha, M.Sc., Ph.D., D.Sc. (Lond.), F.N.I.
- **Dr. Purnachandra Mahanti, D.Sc., F.N.I., F.Inst.P., Mem.B.S.I.,
M.A.I.E.E.
- *Dr. Susilkumar Maitra, M.A., Ph.D.
- *Dr. Sisirkumar Mitra, D.Sc., F.N.I.
Dr. Suhritchandra Mitra, M.A., D.Phil. (Leipzig), F.N.I.
- **Dr. Himadrikumar Mookerjee, D.Sc. (Lond.), D.I.C., F.N.I.
- *Dr. Satkari Mookerjee, M.A., Ph.D.
Dr. Muhammad Zubair Siddiqi, M.A., LL.B., Ph.D. (Cantab.).
Dr. Basantdulal Nagchaudhuri, M.Sc., Ph.D.
Dr. Jitendraprasad Niyogi, M.A., Ph.D. (Lond.).
Dr. Niharranjan Ray, M.A., D.Litt. Phil. (Leyden), Dip.Lib. (Lond.),
F.L.A.
- *Dr. Meghnad Saha, D.Sc., F.R.S., M.P.
- **Dr. Prabhatchandra Sarbadhikari, D.Sc. (Lond.), Ph.D. (Lond.),
D.I.C., F.I.S.
Dr. Bijolibihari Sarkar, D.Sc., F.R.S.E.
Dr. Pulinbihari Sarkar, M.Sc., D.Phil., F.N.I., A.I.C.
Dr. Nikhilranjan Sen, D.Sc., Ph.D., F.N.I.
Dr. Pabitrakumar Sen, M.Sc., Ph.D. (Lond.), D.I.C.
Dr. Rabindranath Sen, M.A., Ph.D. (Edin.), F.N.I.
Dr. Sukumar Sen, M.A., Ph.D.
Dr. Narendrakrishna Sinha, M.A., Ph.D.
A. G. Stock (Miss), B.A. (Oxon.), Dip.-in-Edu. (Oxon.).

*Membership ceased.

**Deceased.

(vii) University Readers who are Heads of Departments of Teaching

Dr. Ilabanta Banerjee, D.Sc., F.N.I., F.L.S., F.A.S.C.

Dr. Purnendukumar Basu, M.Sc., D.Phil.

Kamalakanta Mookerjee, M.A., B.T., Dip.-in-sp. (Eng.).

Dr. Makhanlal Raychaudhuri, M.A., LL.B., D.Litt.

(viii) The President, Bangiya Sahitya Parisad.

(ix) The Director, Bose Institute.

(x) The President, Indian Association for the Cultivation of Science.

(xi) The President, National Council of Education.

(xii) The President, Royal Asiatic Society of Bengal.

(xiii) The President, Vangiya Sanskrita Siksha Parishat.

(xiv) The Chairman, West Bengal Board of Madrasa Education.

(xv) Life Members

Lalitmohan Banerjee, M.S. (Cal.), F.R.C.S. (Eng.).

Dr. Sambhunath Banerjee, M.Sc., LL.D., Barrister-at-Law.

Dr. Radhabinod Pal, M.A., LL.D.

Dr. Bidhanchandra Roy, B.A., M.D., D.Sc., M.R.C.P. (Lond.),
F.R.C.S. (Eng.), F.S.M.F. (Bengal).

Dr. Jadunath Sarkar, M.A., D.Litt., M.R.A.S. (Lond.), F.R.A.S.B.

(xvi) Elected by the Principals of Constituent Colleges

*Dr. Sadananda Bhaduri, M.A., Ph.D., Principal, Sanskrit College.

*Dr. Jatischandra Sengupta, M.Sc., Ph.D. (Heidelberg).

Dr. Prabodhchandra Lahiri, M.A., Ph.D., Principal, Sanskrit College.

(xvii) Elected by Principals of Affiliated Colleges

Amiteschandra Bandyopadhyay, M.A., Principal, Gobardanga Hindu College.

Prasantakumar Bose, M.A., (Cal. & Oxon.), LL.B., Principal, Bangabasi College.

Lt.-Col. Amareschandra Chakrabarti, M.Sc. (Cal.), M.A. (Cantab.), Principal, Midnapore College, Midnapore.

*Kshetrapaldas Ghosh, M.A. (Oxon.), Dip.-in-Edn. (Oxon.), Barrister-at-Law, Principal, Darjeeling Government College, Darjeeling.

*Praphullakumar Guha, M.A., LL.B., Principal, Surendranath College, Calcutta.

*Someswarprasad Mukhopadhyay, M.A., LL.B., Principal, Asutosh College, Calcutta.

Nepalchandra Ray, M.Sc., Principal, Contai P. K. College, Contai.

*Prabodhchandra Sanyal, M.A., Principal, Burdwan Raj College, Burdwan.

*Membership ceased.

Amiyakumar Sen, M.A., Principal, City College, Calcutta.
 Arunkumar Sengupta, M.A., Principal, Suri Vidyasagar College.

(xviii) Elected by Principals of Professional Colleges

Dr. Pramathanath Bandyopadhyay, M.A., B.L., D.Litt., LL.D.,
 Vidyavachaspati, Barrister-at-Law, Principal, University Law
 College.

*Dineschandra Chakrabarti, F.R.C.S. (Edin.), F.S.M.F. (Benares).
 Principal, Medical College.

Ajitkumar Dattagupta, M.B., D.T.M., Principal, Nilratan Sircar
 Medical College.

*R. G. P. S. Fairbairn, B.Sc. (Glas.), Dip. R.T.C. (Glas.), M.I.Mech.E.,
 M.I.E., M.I.Prod.E., Principal, Bengal Engineering College.

Prabodhchandra Ghosh, M.A., Principal, Goenka College of Com-
 merce and Business Administration.

Manindranath Sarkar, B.A., M.B., F.R.C.S.E., F.R.C.O.G., F.S.M.F.,
 Principal, Calcutta Medical College.

**Satindrakumar Sen, M.Sc., M.B., L.M. (Dub.), D.P.H. (T.C.D.), Prin-
 cipal, R. G. Kar Medical College.

*Dr. S. R. Sengupta, B.Sc. (Glas.), Ph.D. (Glas.), Principal, Bengal
 Engineering College.

(xix) Elected by the Teachers of the University

Dr. Minendranath Basu, M.Sc., D.Phil.

Dr. J. N. Bhar, D.Sc.

Nirmalchandra Bhattacharyya, M.A., LL.B., M.L.C.

Dr. Pareschandra Bhattacharyya, D.Sc.

*Dr. Duhkhaharan Chakravarti, D.Sc., F.N.I.

Tripurari Chakrabarti, M.A.

Dr. Asima Chatterjee, D.Sc.

Dr. Adharchandra Das, M.A., Ph.D.

Jyotiprabha Dasgupta, M.A., B.T., T.D. (Lond.), (Srimati).

*Dr. N. N. Dasgupta, M.Sc., Ph.D. (Lond.).

Hirendramohan Majumdar, M.Sc., LL.B., F.S.A.A., F.C.A.

*Dr. Sudharchandra Niyogi, D.Sc.

*Dr. Nareschandra Ray, M.A., Ph.D.

*Dr. Makhanlal Raychaudhuri, M.A., LL.B., D.Litt., sits on the
 Senate as an elected member declared vacant.

Dwijendrakumar Sanyal, M.A., B.Com.

Dr. Benoychandra Sen, M.A., LL.B., Ph.D. (Lond.).

*Jitendramohan Sen, B.Sc., M.Ed. (Leeds), T.D. (London), Dip. Ed.
 (Oxford), F.R.G.S., F.N.I.

Dr. Rabindranath Sen, M.A., Ph.D. (Edin.), F.N.I.

Dr. Anantakumar Sengupta, D.Sc., A.M.I.E.E.

*Membership ceased.

**Deceased

(xx) Elected by the Teachers of Constituent Colleges

- *Dineschandra Bhattacharyya, M.A.
- *Dr. Bhabatosh Datta, M.A., Ph.D. (Lond.).
- Dr. Jitendrakumar Chaudhuri, M.Sc. (Cal.), Ph.D. (B'ham.).
- Susobhanchandra Sarkar, M.A. (Cal. & Oxon.).

(xxi) Elected by the Teachers of Affiliated Colleges

- Jagadishchandra Bhattacharyya, M.A.
- Rajkumar Chakrabarti, M.A., LL.B.
- **Dr. Sudhirkumar Dasgupta, M.A., Ph.D.
- Alaka Majumdar, M.A. (Srimati).
- Hirendranath Mukhopadhyay, M.A., B.Litt. (Oxon.), M.P.
- Ramanimohan Ray, M.Sc.
- Pratibhamayee Sen, M.A. (Srimati).

(xxii) Elected by the Teachers of Professional Colleges

- *Prabhatkumar Bandyopadhyay, M.Sc., M.B.
- Umeshchandra Chakrabarti, M.B., F.R.C.S. (Eng.).
- Dr. Baradananda Chattopadhyay, D.Sc.
- Hirendrakumar Chattopadhyay, M.B., D.A.E. (Paris), F.R.S.M. (Lond.).
- Dr. Sunilkrisna Datta, M.D.
- Dr. Amiyabhushan Mukhopadhyay, M.D., M.R.C.P. (Lond.).
- *Matilal Pan, M.B., L.R.C.P., F.R.C.S.E.
- Kshaunishchandra Ray, B.E.
- Dr. Amalkumar Raychaudhuri, M.D.
- *Mahendranath Sarkar, M.B.
- *Bishnupada Tribedi, M.B., D.B. (Lond.), F.N.I.

(xxiii) Elected by the members of the Governing Bodies of Colleges situated within Calcutta

- Satyendranath Modak, M.A., B.A. (Cantab.), Bar.-at-Law.
- Justice Ramaprasad Mukhopadhyay, M.A., B.L.

(xxiv) Elected by the members of the Governing Bodies of Colleges situated within the Presidency Division

- Dr. Anilchandra Bandyopadhyay, M.A., Ph.D.
- **Lakshmikanta Maitra, M.A., LL.B., M.P.
- Jagadishchandra Sinha, B.A.

(xxv) Elected by the members of the Governing Bodies of Colleges situated within the Burdwan Division

- Anupkrishna Mukhopadhyay, B. com., F.C.A.
- Himansubhushan Sarkar, M.A.

*Membership ceased.

**Deceased.

(xxvi) *Elected by the members of the Legislative Assembly,
West Bengal*

Mira Dattagupta, M.A., M.L.A. (Srimati).

Priyaranjan Sen, M.A., M.L.A.

(xxvii) *Elected by the members of the Legislative Council,
West Bengal*

*Dr. Bijanbihari Bhattacharyya, M.A., D. Phil.

(xxviii) *Elected by the Registered Graduates*

Debajyoti Barman, M.A.

Dr. Atindranath Basu, M.A., Ph.D.

Keshaveswar Basu, M.A., dip. in edn. (Leeds).

Chapalakanta Bhattacharyya, M.A., LL.B.

Nirodkumar Bhattacharyya, M.A.

Kshirodchandra Chaudhuri, M.B.

Dr. Sarojkumar Das, M.A., Ph.D.

Jitendranath Dasgupta, B.E.

Bhupalkrishna Datta, B.E.

Dr. Binodbihari Dutt, M.A., LL.B., Ph.D.

Anila Debi, M.A. (Srimati).

Jagannath Gangopadhyay, B.E., M.I.E. (Ind.), M.I.S. (Ind.).

Bidhubhushan Ghosh, B.E., A.M.I.E., M.A.Mr.Soc.C.E., M. Amr. Soc.

H.V.E.

Devaprasad Ghosh, M.A., B.L., M.P.

Nandakishor Ghosh, M.A., LL.B. (Leeds.), Barrister-at-Law.

Prasantakumar Ghosh, M.B., D.T.M. (Cal.), T.D.D. (Wales), M.R.C.P
(Lond.), F.R.C.P. (Edin.), F.C.C.P. (U.S.A.).

Gopal Haldar, M.A.

Mohitkumar Maitra, B.A.

Dr. Subodh Mitra, M.B. (Cal.), M.D. (Berlin), F.R.C.S. (Edin.).

F.R.C.O.G. (Lond.), F.N.I., F.A.C.S.

Niharkumar Munshi, M.B.

Kalidas Ray, B.E., C.E., M.I.E. (Ind.).

Kanakchandra Sarbadhikari, M.B.

Sailendranath Sen, M.B., M.R.C.P. (Edin.).

Dr. Bibekmohan Sengupta, M.B. (Cal.), M.D. (Freiburg).

Himansukumar Sett, M.B., F.R.C.S.

(xxix) *Nominated members*

Prabhatnath Banerjee, M.A. (Cantab.), M.I.E. (Ind.).

Sankardas Banerjee, Barrister-at-Law.

Dr. Sunitikumar Chatterji, M.A., D.Lit. (Lond.), F.A.S., M.L.C.

*Major General Mahinder Singh Chopra.

Hemendraprasad Ghosh, B.A.

*I. G. Kennedy.

*Membership ceased.

Kaliprasad Khaitan, M.A., LL.B., Barrister-at-Law.
 Dr. Narendranath Law, M.A., B.L., Ph.D.
 Dhiren Mitter
 Charulata Mookerjee (Srimati).
 Dr. Jnanendranath Mookerjee, D.Sc.
 Captain P. B. Mookerjee, B.Sc., M.B. (Cal.), F.R.C.S. (Edin.), D.M.R.E.
 (Camb.), F.F.R. (Lond.), F.I.C.S., F.S.M.F.
 Ranu Mookerjee (Srimati).
 Dr. R. Ahmed, D.D.S., F.I.C.D.
 *Dr. Meghnad Saha, D.Sc., F.R.S., M.P.
 Dr. Triguna Sen, Dr. Ing. (Munich.), A.M.M.E. (B.Tech.),
 M.I.E. (Ind.).
 Bejoyprosad Singh Roy.
 Rev. Father A. Verstraeten, S.J.

APPENDIX SIX

BENEFACTORS*

<i>Donor</i>		<i>Amount</i>	<i>Year</i>
Abdul Rouff Sircar & Abdul Wadid Sircar ...	3% G. P. Notes for Rs.	5,600	1944
Acharyya Chaudhury, Rajendranarayan ...	Do	2,300	1933
Aditya, Jiban Krishna, Executor to the Will of ...	Do	4,000	1952
A. F. M. Abdur Rahaman (Nawab Bahadur) Honorary Secretary, Bengal Social Science Association	Do	6,800	1913
Agharkar Farewell Committee ...	Do	1,000	1947
Ajit Memorial Committee	Do	600	1931
Allenbury Co. Ltd. ...	One Auto-car and one Trailor for "Radar Set", worth Rs. 20,000	M. 5	1947
All-India Institute of Hygiene and Public Health Calcutta ...	Rs. 100 annually		1946
Anandamohan College, Students & Staff of ...	3% G. P. Notes for Rs.	400	1936
Anonymous Donors for Plastic Study (through S. K. Ghosh) ...	Do	1,23,000	1945
Anonymous (through National Provincial Bank Ltd., London) ...		10,400	1928
Anonymous (through Vice-Chancellor) ...		10,000	1930
Assam Oil Company ...	Do	33,000	
Assam Students' Conference	Do	3,000	1918
Banerjee, Gooroodas ...	3% G. P. Notes for	1,600	}
	4% G. P. Notes for	100	
		1,700	1889
Banerjee, Sir Gooroodas ...	3% G. P. Notes for	1,000	1892
Banerjee, Sir Gooroodas, Executor to the Will of	3% G. P. Notes for	1,700	1919

*In case of Endowments present value of the Endowment Funds has been stated.

<i>Donor</i>		<i>Amount</i>	<i>Year</i>
Baneree, Jnanendranath ...	3% G. P. Notes for	Rs. 8,500	1955
Banerjee, Hiralal ...	Do	„ 400	1929
Banerjee, Harihar ...	Do	„ 1,000	1939
Banerjee, Ilabanta, Girindra Kumar Chakravarti and Jnanendralal Bhaduri ...	Do	„ 500	1928
Banerjee, Kshitindranath ...	Do	„ 12,400	1911
Banerjee, M. N. ...	Do	„ 1,000	1945
Banerjee, Dr. Narayan Chandra ...	Do	„ 900	1946
Banerjee, P. C. ...	Do	„ 35,000	1954
Banerjee, Sachiswar ...	Do	„ 3,000	1914
Banerjee, Sitaram ...	Do	„ 1,200	1931
Bankimchandra, Memorial Committee ...	Do	„ 10,500	}
	4% G. P. Notes for	„ 600	
		Rs. 11,100	1897
Barat, Rajanikanta widow of, through Principal, Cotton College, Gauhati	3% G. P. Notes for	„ 1,400	1924
A. Basu (Mrs.) ...	3% G. P. Notes for	„ 12,200	1956
Basu, Srimati Charulata ...	Do	„ 9,600	1945
Basu, Gobindachandra ...	Do	„ 500	1901
Basu, Jatindranath ...	Do	„ 500	1920
Basu, K. C. ...	Do	„ 7,100	1950
Basu, K. C. ...	Do	„ 3,000	1950
Basu, Rameshchandra ...	Do	„ 600	1939
Basu, Rameshchandra ...	Do	„ 2,600	1939
Basu, S. M. ...	Do	„ 6,000	1950
Basu, Suresh Chandra ...	Do	„ 3,500	1939
Basumallik, Sreegopal ...	Rs. 5,000 annually for 20 years		1897
Begum of Bhopal (Her Highness) ...	3% G. P. Notes for	Rs. 7,200	1886
Bengal C. P. Force (4th), Officer Commanding of	Do	„ 1,900	1945
Bengal Development Society		„ 1,800	1945
Bengal Immunity Co. Ltd.,	Do	„ 11,900	1944
Bengal Relief Committee ...		„ 10,000	1944
Bhaba, D. N. ...		„ 1,500	1944
Bhabatarini (Sm.) testatrix (through Messrs N. C. Gupta & Co., Solicitors)	Do	„ 600	1941
Bhadra, Mrs. K. J. and Cama, M. M. ...	Do	„ 1,200	1928

<i>Donor</i>		<i>Amount</i>	<i>Year</i>
Bhartia, Srimati Nanni Debi (through Mr. K. P. Khaitan) ...	3% G. P. Notes for Rs.	3,900	1945
Bhattacharya, Manmatho-nath, Memorial Medal Fund, Honorary Secretary of ...	3% Cal. Municipal Debenture „	1,600	1910
Bhattacharya, Monoranjan Memorial Committee ...	3% G. P. Notes for „	600	1950
Bhattacharya, Siddheswar & Srimati Sailabala Bhattacharya ...	Do „	500	1944
Bijni, Raja of ...	„	350	1876
Birla, G. D. (From <i>Krishnarpan Charity Trust Fund</i>)	Rs. 12,000 yearly for five years— (for working the Cyclotron Dept.)		1943
Birla, G. D. ...	Rs. 14,000 annually for five years		1952
Birla, G. D. ...	3% G. P. Notes for Rs.	37,700	1919
Bir Mitrodaya Singh Deo, Maharaja Sir ...	Do „	60,300	1925
Do ...	Rs. 150 per month for 3 years from 1st June 1920		1920
Biseswarlal Matilal Halwai-siya Trust ...	3% G. P. Notes for Rs.	5,000	1948
Do ...	Rs. 10,000 annually for five years		1952
Biswas, Bamacharan ...	3% G. P. Notes for Rs.	5,000	1931
Biswas, Charuchandra ...	Do „	2,000	1948
Biswas, Jatindranath ...	Do „	6,200	1948
Biswas, Kunja Behari ...	Do „	1,000	1925
Biswas, Subala (Mrs.) ...	Do „	1,000	1925
Borooah, Goonaviram (Rai Bahadur) ...	Do „	500	1892
Bose, Lady Abala ...	Do „	1,18,000	1937
Bose, Beharilal ...	Do „	5,200	1896
Bose, Sir Bepin Krishna ...	Do „	13,500	1923
Bose, Chunilal (Rai Bahadur), executor to the estate of ...	Do „	2,000	1931
Bose, Eshan Chandra ...	Do „	38,000	
	4% G. P. Notes for „	1,000	
		<hr/> 39,000	1868
Bose, G. C. ...	3% G. P. Notes for „	6,100	1922
Bose, G. C. ...	Do „	1,700	1919
Bose, Jagatbandhu, executor to the Will of ...	Do „	6,800	1910

<i>Donor</i>		<i>Amount</i>	<i>Year</i>
Bose, Srimati Sashimukhi	3% G. P. Notes for Rs.	3,000	1949
Brahmachari, Sir U. N. ...	Do	1,500	1931
Do	Do	2,000	1931
Do	Do	29,300	1944
Do	Rs. 1,000 for Research in Organic Chemistry		1942
Brahmo Samaj of India, Calcutta ...	3% G. P. Notes for Rs.	1,700	1948
Burmah Oil Company ...		£2,500	1939
Do	Research studentships of Rs. 100 p.m. and Rs. 150 p.m. for several years		1937
Burn & Co. ...	Machines worth Rs. 2,500 for Applied Chemistry Dept.		1934
Calcutta Chemical Works ...		Rs. 13,780	1949
Carmichael College, Rangpur, Governing Body ...	3% G. P. Notes for Rs.	1,300	1926
Carmichael College, Rangpur Governing Body ...	Do	1,300	1926
Chakravarti, Amulyaratan	3½% G.P. Notes for Rs.	200	1937
Chakravarti, B. ...	3% G. P. Notes for	2,200	1878
Chakravarti, Dwijendra-chandra ...	4% G. P. Notes for	500	1917
Chakravarti, Narendranath	3% G. P. Notes for	1,500	1930
Chakravarti, J. N. ...	Do	2,000	1932
Chakravarti, Sreegopal, Memorial Committee ...	Do	400	1929
Chatterjee, Bimalchandra ...	Do	900	1949
Chatterjee, Charuchandra	Do	1,600	1909
Chatterjee, Kshirode Behari	Do	1,000	1920
Chatterjee, Madan Mohan	Do	2,500	1944
Chatterjee, Manilal ...	Do	4,200	1924
Chatterjee, Narayanchandra	Do	900	1945
Chatterjee, Nilananda ...	Do	500	1925
Chatterjee, Pran Krishna ...	Basanti Bijoy High English School at Ikhra, with 52 bighas of land, and interests in other properties—worth approximately Rs. 1,00,000		1921
Chatterjee, Ramananda, Memorial Committee ...	3% G. P. Notes for Rs.	4,800	1945
Chatterjee, Ratanmohan (on behalf of subscribers to Sir N. N. Sarkar Endowment Fund) ...	Do	4,200	1940

<i>Donor</i>		<i>Amount</i>	<i>Year</i>
Chatterjee, Ratanmohan ...	3% G. P. Notes for Rs.	500	
	Do " "	100	
		<hr/> Rs. 600	1938
Chatterjee, Saratchandra, Memorial Committee ...	Do " "	30,500	1947
Chatterjee, Surendramohan	Do " "	1,500	1956
Chaudhuri, Ambikacharan	Do " "	1,700	1890
Chaudhuri, Arungobinda	Do " "	2,400	1947
Chaudhuri, Dr. Aswini Kumar ...	Do " "	3,100	1923
Chaudhuri, Harish Chandra (Raja) ...	Do " "	7,200	
	Do Loan " "	400	
		<hr/> Rs. 7,600	1877
Chaudhuri, Hirakchandra	3% G. P. Notes for " "	3,600	1946
Chaudhuri, K. C. ...	Do " "	5,000	1952
Chaudhuri, Probodh Chan- dra ...	Copyright of certain Shakes- pearean dramas edited by H.M. Percival		1946
Clint Memorial Fund, subs- cribers to, (through Babu Nilmoni Kumar) ...	3% G. P. Notes for Rs.	400	1914
Coates Memorial Fund, Honorary Secretary ...	Do " "	8,700	
	4% G. P. Notes for " "	800	
		<hr/> Rs. 9,500	1889
Cobden Club, London, Committee of ...	Annual award of a silver Medal (up to 1940)		1879
Continental Chemical Cor- poration ...		Rs. 2,000	1946
Coronation Fund, Howrah, Secy. to the Executive Committee of ...	3% G. P. Notes for Rs.	1,100	1919
Darbhangha, Maharaja of, Memorial Fund, Hono- rary Secretary of ...	3% G. P. Notes for " "	29,200	
	4% G. P. Notes for " "	2,900	
		<hr/> Rs. 32,100	1906
Das, B. N. ...	3% G. P. Notes for " "	2,000	1918
Das, Bireschandra ...	Do " "	500	1914
Das, Chandicharan ...	Rs. 5,000 for Geography Dept.		1944
Das, Jaharlal (Rai Bahadur)	3% G. P. Notes for Rs.	500	1937
Das, K. C. ...	Do " "	4,000	1952

<i>Donor</i>		<i>Amount</i>	<i>Year</i>
Das, Srimati Kusum Kumari ...	3% G. P. Notes for Rs.	1,000	1933
Dasgupta, Jagatchandra ...	Do	500	1902
Dasgupta, Hemchandra, Secretary to the Memorial Committee ...	Do	500	1942
Dasgupta, N. R. ...	Do	3,900	1947
Das, Pulinbihari Memorial Committee ...		3,600	1954
Dasgupta, S. R. ...	Do	2,000	1942
Dasi, Srimati Nirodmayee	Do	2,000	1949
Dasi, Srimati Promodasundari ...	Do	4,300	1944
Dasi, Srimati Surabala ...	Do	2,500	}
	4% G. P. Notes for	100	
		<hr/> Rs. 2,600	1902
Datta, Amarendranath & Brothers ...	3% G. P. Notes for	500	1945
Datta, Basantakumar ...	Do	5,800	1946
Datta, Birendranath, Secretary, Memorial Committee	Do	600	1934
Datta, Brajaballabh ...	Do	500	1920
Datta, Jugalkishore ...	Do	1,000	1916
Datta, Naba Kumar ...	Do	500	1940
Datta, Preonath (through Solicitor to the Government of India) ...	Do	33,800	1904
Datta, Srimati Sarojini ...	Rs. 1,500 (Returned to the donor in 1950 at her request)		1943
De, B. & Daughters ...	3% G. P. Notes for Rs.	900	}
	Do	1,800	
		<hr/> Rs. 2,800	1919
Deb, M. N., Raja of Jhargram ...	145 acres of land at Jhargram and Rupees 1 lac for establishment of an Agricultural College at Jhargram. Institution taken over by Government in 1953.		1949
Deb, Onauthnauth ...	3% G. P. Notes for Rs.	23,100	1912
Deb, Onauthnauth ...	Do	69,000	1912
Deb, Ramdulal ...	3% Debenture Loan for	1,500	1946
Debi, Srimati Amiya ...	3% G. P. Notes for Rs.	1,000	1935
Debi, Srimati Bhubaneswari, Executor to the estate of	Do	1,000	1936
Debi, Srimati Bina ...	Do	1,000	1950

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<i>Donor</i>		<i>Amount</i>	<i>Year</i>
Debi, Srimati Parijat (through Prafulla Ch. Mukherjee) ...	3% G. P. Notes for Rs.	12,800	1930
Debi, Srimati Swarna-kumari, Executor to the will of ...	Do „	500	1934
Debi, Srimati Tarubala ...	Do „	2,000	1941
Debi, Srimati Tripura-sundari ...	Do „	3,700	1924
Deo, Nilmani Singh, Maha-raja Bahadur ...	Do „	2,100	1881
Devi, Srimati Annapurna ...	Do „	1,900	1921
Devi, Srimati Asalata ...	Do „	23,000	1944
Devi, Rani Bagiswari and Kumar Guruprasad Singh (of Khaira) ...	Do „	6,50,100	1920
Devi, Srimati Sailasuta ...	Do „	1,60,000	1928
Dey, Becharam ...	Do „	3,000	1932
Dhar, Dr. Nilratan (in memory of Sir P. C. Roy)	4% W. Bengal Loan Rs.	39,800	}
	3% G. P. Notes for „	1,99,400	
	Rs.	2,39,200	1944
District Health Officer, Howrah Dist. Board (in memory of Dr. Bentley)	Do „	1,400	1942
Duff, Rev. Dr., Subscribers to the memorial Fund of Duke Memorial Fund, Honorary Secretary ...	Do „	38,300	1866
Dutt, J. N. Secy. to the Farewell Committee of ...	Do „	17,600	1904
Dutt, Srimati Kamala ...	Do „	1,100	1937
Dutt, Srimati Monmohini, Executor to the Will of ...	Do „	3,800	1932
Dutt, Nabakumar ...	Do „	1,000	1920
Dutt, Pareschandra ...	Do „	500	1940
Dutt, Rashbehari ...	Do „	1,000	1934
Dutt, Roby ...	Do „	4,000	1954
	Rs. 10,000 with accretions made by the University from time to time		1918
Dwarkanath Memorial Fund Committee ...	3% G. P. Notes for Rs.	7,000	1882
Edwards, Alfred Clarke (By Will) ...	Do „	41,200	1916
Friends and admirers of Sir Asutosh Mookerjee ...	Do „	5,400	1919

<i>Donor</i>		<i>Amount</i>	<i>Year</i>
Ganguli, Debendranath ...	3% G. P. Notes for Rs.	2,000	1935
Ganguli, Debendranath ...	Do	700	1936
Ganguli, Sasadhar ...	Do	1,000	1949
Ganguli, Shamacharan ...	Do	3,400	1921
Ganguli, Surendranath ...	Do	1,500	1926
Ghosh, Sir Charuchandra, Memorial Committee ...	Do	11,000	1945
Ghosh, Dwarakanath ...	Do	2,600	}
	4% G. P. Notes for	200	
		<u>Rs. 2,800</u>	1908
Ghosh, G. C. (Stephanos Nirmalendu Ghosh Lec- tureship Fund) ...	3% G. P. Notes for	1,23,400	1919
Do	Gift of his Estate at Jasidih (Rs. 15,000)		1943
Ghosh, Girischandra, Hono- rary Secretary to the Memorial Committee ...	3% G. P. Notes for Rs.	3,600	1930
Ghosh, Guruprasanna, Exe- cutors to the Will of ...	Do	2,98,000	1908
Ghosh, Haricharan ...	Do	500	1948
Ghosh, Srimati Hemnalini	Do	1,900	1946
Ghosh, Jogendrachandra ...	Do	50,000	1902
Ghosh, Jogendranath ...	Do	500	1928
Ghosh, J. N. ...	Rs. 500 (for Colloid Research Laboratory)		1941
Ghosh, Srimati Kusum Kamini ...	3% G. P. Notes for Rs.	6,400	1933
Ghosh, Srimati Kumud- kumari (through Dr. Jajneswar Ghosh) ...	Do	500	1926
Ghosh, N. N. Memorial Fund, President and Treasurer of ...	4% Calcutta Municipal Debenture Rs.	1,000	1910
Ghosh, Narendrakumar the estate of, (through Messrs. Mallik and Palit, Solicitors) ...	3% G. P. Notes for	12,200	1938
Ghosh, Nishanath ...	Do	500	1937
Ghosh, Prafullachandra ...	Do	61,900	1935
Ghosh, Dr. Rakhaldas ...	Do	700	1902
Ghosh, Ramgopal, Trustee to the Will of ...	Do	41,900	1942

<i>Donor</i>		<i>Amount</i>	<i>Year</i>
Ghosh, Sir Rashbehary ...	3% G. P. Notes for Rs. 4,100 }		
	4% G. P. Notes for „ 300 }		
		<hr/> Rs. 4,400	1888
	4% W. B. Loan „ 3,32,000 }		1913
	3% G. P. Notes for „ 7,13,900 }		
	Do „ 11,43,000		1919
	Do „ 2,61,600		1921
		<hr/> Rs. 24,50,500	
Ghosh, Satischandra Reception Committee of ...	Do „ 1,000		1952
Ghosh, Srimati Tarulata ...	„ 5,000		1945
Ghoshal, Birendranath ...	Do „ 1,100		1953
Ghosal, Durgapada, Executor to the Will of ...	Do „ 16,000		1949
Ghosal, P. ...	Do „ 1,500		1938
Gilchrist Educational Trust, London, (Fund left by Dr. Gilchrist) ...	Scholarship of £100 per annum tenable in England for 3 years by rotation among Universities in India (withdrawn in 1897)		1866
Goodeve Memorial Committee ...	3% G. P. Notes for Rs. 600		1891
Gossain, Hemchandra (by Will) ...	Do „ 50,100 }		
	4% Loan „ 2,500 }		
		<hr/> Rs. 52,600	1908
Gooptu, Nandalal, Executors to the Will of ...	3% G. P. Notes for „ 4,700		1921
Goswami, Nandalal ...	Do „ 500		1927
Goswami, Umakanta ...	Do „ 500		1935
	(amount returned to the Donor in 1948)		
Greaves, Sir William Ewart		£500	1956
Griffith, William ...	Do „ 36,700		1901
Guha, Miss Hena & others	Do „ 900		1919
Guhathakurta, Monmohini, Executor to the Will of ...	Do „ 4,000		1928
Gupta, Mrs. Amelia ...	Do „ 3,500		1919
Herschel Testimonial Fund, the Committee of ...	Do „ 2,800		1880
Himatsingka, Messrs. P. D.	Do „ 5,000		1944

<i>Donor</i>		<i>Amount</i>	<i>Year</i>
Indian Commerce Conference, Reception Committee of ...	3% G. P. Notes for Rs.	6,200	1950
Indian Council of Cultural Relations, New Delhi ...	„	400	1953
Indian Economic Conference, Joint Secretary of ...	Do	5,400	1948
Indian Electric Works Ltd.	„	4,000	1946
Indian Jute Mills Association ...	Rs. 24,00,000 and Rs. 2,00,000, annually for five years		1947
Indian Jute Mills Research Institute ...	Rs. 250 per month		1947
Indian Political Science Conference, Treasurer of Indian Statistical Institute (Presidency College) Joint Secretary of ...	3% G. P. Notes for Rs.	3,600	1951
Ingليس Memorial Committee ...	Do	3,000	1947
	Do	1,700	}
	4% Loan	100	
		<u>Rs. 1,800</u>	1905
Jalan, K. D. ...	4% W.B. Govt. Loan for Rs.	3,000	1955
Jyotirbinode, Abhaycharan	3% G. P. Notes for Rs.	1,400	1940
Kali, Chandrasekhar ...	Do	2,000	1916
Kanodia, Mokharam (Rai Bahadur), the Estate of (with the consent of Radhakissen Kanodia and Jadu Lal Kanodia) ...	Do	25,000	1937
Kar, Nabakristo ...	Do	1,400	1918
Kar, P. C. ...	Do	1,900	1937
Kar, Srimati Sephali ...	Do	500	1936
Kasibasi, His Holiness Arulnandi Tambiran ...	Do.	3,500	1953
Kerr, Dhirendrachandra & Narendrachandra ...	Do	3,000	1920
Khaitan, K. P. ...	Do	5,000	1946
Khondkar, Gholam Ahmed	Do	600	1933
Kiran Shamshe Jung Bahadur, His Highness Rana of Nepal ...	Do	1,400	1946
Kondoo, Chandranath ...	Do	3,100	1923
Kundu, Ramlal ...	Do	1,100	1916

<i>Donor</i>		<i>Amount</i>	<i>Year</i>
Lahiri, S. K.	... Copy right of "Lahiri's Select Poems". Out of the Sale proceeds, two medals are awarded in the names of the parents of the Donor (Ramtanu Lahiri & Gangamani Debi Medals) and Ramtanu Lahiri Research Fellowship in Bengali Language and Literature was created—which was later converted to Professorship		1908
Lahiri, Keshabchandra, President and Founder Jeeba-Shiva Mission	... 3% G. P. Notes for Rs. 500		1938
Law, Dr. Narendranath	... Do " 5,300		1951
Law, Dr. B. C.	... 486 copies of Pali course (M.A.) and 400 copies of Pali course (B.A. Hons.)—sale proceeds credited		1936-1941
Do	... Rs. 17,500		1945
Lister Antiseptics and Dressing Co. Ltd.	... " 2,000		1947
Lyne Farewell Committee, Maharaja of Nepal	... 3% G. P. Notes for " 700		1924
Maiti, Surendrakumar	... " 1,000		1922
Maiti, Murarimohan	... Do " 3,600		1934
Majumdar, D. D. (Rai Bahadur)	... 3% G. P. Notes for Rs. 11,000		1952
Majumdar, Dr. G. P. Fare- well Committee	... Do " 1,000		1941
Majumdar, Hiranmoy	... Do " 1,000		1955
Majumdar, Pratapchandra Memorial Fund, Hono- rary Secretary	... Do " 1,900		1945
Majumdar, Saibalkumar	... Do " 1,500		1908
Mallia, Kumar Pramatha- nath	... " 2,000		1955
Mallik, Brahmamohan	... Do " 21,300		1918
Do	... Do " 2,800		1920
Mallik, Motilal	... Do " 1,600		1899
Mallik, Preonath	... Do " 1,500		1916
McCann Memorial Com- mittee	... Do " 2,500		1904
Maneckjee Rustomjee Memorial Fund, Execu- tive Committee	... Do " 900		1885
	... Do " 11,100		1898

<i>Donor</i>		<i>Amount</i>	<i>Year</i>
Maulavi Abdul Halim ..	3% G. P. Notes for Rs.	16,800	1944
Medical College, Principal of (on behalf of a Mar- wari gentleman) ...	Do „	1,100	1892
Meseruddin Ahmed ...	Do „	500	1924
Mitra, Rai Bahadur Abhay- charan, Executor to the Estate of ...	Do „	1,000	}
	4% G. P. Notes for Rs.	100	
		<hr/> Rs. 1,100	1916
Mitra, Ajoynath & Asoke- nath ...	3% G. P. Notes for Rs.	5,100	1913
Mitra, Amritanath ...	Do „	4,600	1900
Mitra, Phanindrakumar ...		Rs. 30,000	1947
Mitra, Harendranath Memorial Committee ...	Do „	400	1926
Mitra, Srimati Golapsundari		„ 1,000	1956
Mitra, Jogesh Chandra ...	Do „	2,500	1945
Mitra, Lalitchandra ...	Do „	1,000	1920
Mitra, Mohinimohan Memorial Committee ...	Do „	500	1910
Mitra, Nagendranath ...	Do „	1,000	1926
Mitra, Srimati Niharbala ...	4% G. P. Notes for Rs.	3,000	1938
Mitra, Pearycharan, Testi- monial Committee ...	3% G. P. Notes for „	800	1886
Mitra, R. ...	Do „	15,000	1903
Mitra, Ramcharan, Trustee to the Will of ...	Do „	31,600	1946
Mitra, Saratchandra ...	Do „	500	1924
Mitra, Sarveswara, Executor to the Estate of ...	Do „	1,500	1911
Mitra, Sukhendralal ...	Do „	1,000	1932
Mitra, Srimati Soroshibala	Do „	1,300	1940
Mitra, Viharilal ...	Rs. 4,000 per month out of the Estate of Viharilal Mitra. Ac- cording to new terms under decree of High Court, Calcutta, premises No. 5 Council House Street belonging to the Estate transferred to the University (Rent Rs. 6,500 per month ap- proximately) with effect from 1st September 1956.		1933
Mookerjee, Adharchandra, students and friends of ...	3% G. P. Notes for Rs.	1,200	1921
Mookerjee Adharchandra	Do „	3,000	1918

<i>Donor</i>		<i>Amount</i>	<i>Year</i>
Mookerjee, Adharchandra	3% G. P. Notes for Rs.	10,600	1918
Do ...	Do ..	2,900	1938
Do ...	Do ..	1,500	1918
Do ...	Do ..	7,600	1911
Mookerjee, Sir Asutosh ...	Do ..	5,900 }	
	4% G. P. Notes for Rs.	700 }	
		Rs. 6,600	1900
Mookerjee, Sir Asutosh ...	3% G. P. Notes for Rs.	3,500	1921
Mookerjee, Sir Asutosh ...	Do ..	70,900	1924
Mookerjee, Devaprasanna	Do ..	600	1927
Mookerjee, Durgacharan ...	Do ..	2,400	1919
Mookerjee, Gangaprasad ...	Do ..	3,900 }	
	4% Loan for ..	200 }	
		Rs. 4,100	1887
Mookerjee, Dr. Harendra-coomar ...	3% G. P. Notes for Rs.	1,00,000	1935
Mookerjee, Dr. Harendra-coomar ...	Do ..	2,81,300	1951
Mookerjee, Dr. Harendra-coomar ...	Do ..	3,96,200	1953
Mookerjee, Dr. Harendra-coomar ...	Do ..	1,00,000	1936
Mookerjee, Dr. Harendra-coomar ...	Do ..	1,00,000	1939
Mookerjee, Dr. Harendra-coomar ...	Do ..	1,00,000	1933
Mookerjee, Dr. Harendra-coomar ...	Do ..	1,00,000	1949
Mookerjee, Dr. Harendra-coomar ...	Do ..	1,00,000	1949
Mookerjee, Dr. Harendra-coomar ...	Do ..	1,74,400	1949
Mookerjee, Joykissen ...	Do ..	5,000	1869
Mookerjee, Lalmohan ...	Do ..	3,000	1915
Mookerjee, Ramaprasad ...	Do ..	3,000	1934
Mookerjee, Satischandra ...	Do ..	500	1903
Morton Institute, Rector & Secretary ...	Do ..	600	1924
Mouat Testimonial Fund Commission ...	Do ..	2,500	1872
Mookherjee, Bangendubhushan ...	Do ..	500	1911
Mukherjee, Amritalal ...	Do ..	500	1903
Mukherjee, Biva (Mrs.) ...	Do ..	33,000	1936
Mukherjee, Debaprasanna	Do ..	700	1929

<i>Donor</i>		<i>Amount</i>	<i>Year</i>
Mukherjee, Devaprasanna	3% G. P. Notes for Rs.	600	1927
Mukherjee, D. P. ...	Do	600	1926
Mukherjee, Lalgopal ...	Do	1,100	1936
Mukherjee, Manilal ...	Do	3,500	1950
Mukherjee, Nagendranath	Do	600	1937
Mukherjee, Narayan-chandra ...	Do	500	1925
Mukherjee, P., Executor to the Estate of ...	Do	400	1919
Mukherjee, Radhikaprasanna Memorial Fund Honorary Secretary to ...	Do	1,700	1904
Mukhopadhyay, Gunendranath ...	Do	1,400	1926
Do ...	Do	500	1926
Mukhopadhyay, Monoharlal ...	Preference shares for Rs.	1,000	
	3% G. P. Notes for Rs.	13,700	
	National Savings Certificates	10,005	
	Postal Cash Certificates	3,390	
		<hr/> Rs. 28,095	1948
Mudi, Satischandra ...	3% G. P. Notes for Rs.	500	1938
Mulla, D. F. (Tagore Law Professor, 1927) ...		10,260	1930
	(Remuneration of his Tagore Lectureship contributed to the Tagore Lectureship Fund)		
Mullick, Dwipendranath ...	3% G. P. Notes for Rs.	2,000	1944
Murajmull Nimani ...		5,091	1945
Musammat Moslama Khatum Bibi ...	Do	700	1934
Mysore Family & Mysore Family Association ...	4½% Loan	1,000	1913
Nag, Srimati Asalata ...	3% G. P. Notes for Rs.	1,500	1945
Do ...	Do	4,100	1945
Nandi, Maharaja Sir Manindrachandra ...	Do	80,400	1909
Do ...	Do	4,000	1911
Nandi, Maharaja Sir Manindra Chandra ...	3% G. P. Notes for Rs.	200	}
	1¼% Fixed deposit for Rs.	12,622	
		<hr/> Rs. 12,822	1918

<i>Donor</i>		<i>Amount</i>	<i>Year</i>
Nahar, Bijay Singh ...	Art Collections worth Rs.	40,000	1939
Native Improvement Society, Saidpur ...	3% G. P. Notes for Rs.	600	1901
Nayaratna, Maheschandra	Do	500	1899
Nayak, Shyamlal ...	Do	8,000	1948
Nopany, R. L. ...	Do	27,000	1947
Northcote, Sir Stafford ...	Do	2,000	1868
Pal, Upendrachandra ...	Do	1,800	1920
Palchaudhuri, Ranajit ...	Do	64,600	1940
Palit, Sir Taraknath Fund	3% G. P. Notes and other investments	Rs. 5,47,300	1912
	Do	7,09,370	
	Do	1,07,900	
	and assets of landed properties		
Paul, Messrs. B. K. & Co. ...	Rs.	611	1921
Pathak, Harendranath ...	3% G. P. Notes for Rs.	600	1939
Pedlar Memorial Committee ...	Do	500	1912
Percival Memorial Committee ...	Do	2,400	1936
Philip Samuel Smith Memorial Committee ...	Do	2,000	1888
Poddar, Kesoram ...	Do	11,800	1920
Pound, Roscoe (Tagore Law Professor for 1948) ...	Copyright of his Tagore Law Lectures "Ideal Element in Law" assigned to University Law College		1948
Premchand Roychand ...	3% G. P. Notes for Rs.	3,25,900	1866
Puke-ko-ha High School, Headmaster, New Zealand ...	£14-13s. (as a token of goodwill)		1954
Quazi Azizur Rahman ...	3½% G.P. Notes for Rs.	4,600	1938
Quinlan Memorial Fund, Secretary ...	3% G. P. Notes for	500	1916
Radhakanta Memorial Fund, Subscribers to ...	3% G. P. Notes for Rs.	7,900	1873
	4% G. P. Notes for Rs.	500	
	Rs.	8,400	1873
Raha, R. O. ...	3% G. P. Notes for Rs.	32,800	1942
Rakshit, S. K. (on behalf of clients) ...	Do	500	1946
Ram Krishna Mission Nivedita Girls' School ...	Do	5,000	1954
Ray, Prof. B. B. Memorial Committee ...	Do	7,900	1946

<i>Donor</i>		<i>Amount</i>	<i>Year</i>
Ray, Debendranath Memorial Fund, Honorary Secretary to ...	3% G. P. Notes for Rs.	1,500	1909
Ray, Dinanath ...	Do „	4,000	1956
Ray, Dwijendralal, Memorial Fund Committee ...	Do „	9,700	1917
Ray, Srimati Hemaprabha ...	Do „	5,500	1944
Ray, Kishorymohan ...	Do „	500	1915
Do ...	Do „	9,800	1903
Ray, Jogendranath ...	Do „	500	1944
Ray, K. K. ...	Do „	1,000	1937
Ray, Kaliprasanna ...	Do „	2,000	1913
Ray, Krishnachandra ...	Do „	1,000	1908
Ray, Srimati Kshiroda Sundari ...	Do „	1,200	1933
Ray, Mohinimohan, Memorial Committee ...	Do „	1,000	1916
Rai, Nepalchandra ...	Do „	1,500	1950
Ray, Dr. P. K. Memorial Committee ...	Do „	1,600	1941
Ray, Sir Praphullachandra ...	Do „	13,600	1937
Do ...	Do „	14,200	1922
Do ...	His salary, as Palit Professor of Chemistry, Rs. 12,000 per annum, from September 1922 to August 1937, funded at his request. This amount he left to the University for the advancement of the Dept. of Chemistry.		
Ray, S. C. ...	3% G. P. Notes for Rs.	2,400	1945
Ray, Satischandra ...	100 shares of Calcutta Tramways Co. Ltd. (£5 each)	}	1932
Do ...	3% G. P. Notes for Rs.		
Do ...	Do „	2,000	1910
Ray, Saradaprasad ...	Do „	33,600	1885
Ray, Srimati Sarajubala ...	Do „	2,500	1946
Raychaudhuri, Nagendranarayan ...	Do „	500	1920
Raychaudhuri, Sanatkumar ...	Certain Shares yielding Rs. 25,000 for 5 years		1953
Raychaudhuri, Suryakanta ...	3% G. P. Notes for Rs.	4,400	}
Do ...	Do „	1,000	
	Rs.	5,400	1916
Reserve Bank of India, Central Board of Directors	Rs. 25,000 for 5 years		1955

<i>Donor</i>		<i>Amount</i>	<i>Year</i>
Ritchie William Commemoration Committee ...	3% G. P. Notes for Rs.	2,200	}
	4% G. P. Notes for Rs.	200	
	Do	500	
		<hr/> Rs. 2,900	1867
Roxburgh Entertainment Committee, Secretary & Treasurer ...	3% G. P. Notes for Rs.	2,000	}
Roy, Kishorimohan ...	Do	4,500	
	Do	2,800	
		<hr/> Rs. 7,300	1901
Saha, R. P. ...		Rs. 45,000	}
Saha, Saileswar ...	4% G. P. Notes for Rs.	800	
	3% G. P. Notes for Rs.	1,100	
		<hr/> Rs. 1,900	1930
Sahlajee, Ismail Ibrahim and Mashim Ismail ...	4% Loan for Rs.	5,600	}
	3% G. P. Notes for Rs.	22,900	
		<hr/> Rs. 28,500	1916
Sanyal, Nripendrasaran ...		Rs. 2,980	}
Sanyal, Probodhchandra ...	Bengal Central Bank Shares	Rs. 500	
	3% Con. Loan	Rs. 600	
		<hr/> Rs. 1,100	
			1944
Sanyal, Charuchandra ...	3% G. P. Notes for Rs.	8,000	1949
Saradeswari Ashram & Free Girls' School (through Mr. Amal K. Gangopadhyaya) ...	Do	Rs. 1,000	1946
Sarbadhikary, Prasannakumar Memorial Committee ...	Do	Rs. 1,500	1891
Sarbadhikary, Soorjee-kumar, Joint Secretaries to the Memorial Fund ...	Do	Rs. 5,000	1918
Sarkar, B. B., Secretary to the Memorial Committee of ...	Do	Rs. 4,000	1945

<i>Donor</i>		<i>Amount</i>	<i>Year</i>
Sarkar, D. N.	...	6% Preference shares	
		Allahabad Bank Rs.	1,600
		6% Dalmia cement „	1,500
		Ordinary shares, Bengal	
		Central Union	
		Bank „	8,000
		Ordinary shares,	
		Comilla Bank „	3,250
		3% Loan 1896/47 „	4,400
		3% Con. Loan „	900
		<hr/> Rs.	19,650
			1948
Sarkar, Hemchandra	...	3% G. P. Notes for „	2,000
Satyasram, Secretary to	...	3% Con. Loan Rs.	500
Saunders, Miss Phyllis			1916
Janet, Trust Fund	...	Rs. 2,00,000 (securities still held	
		by Official Trustee of Bengal)	1903
Sein, Basudeb	...	3% G. P. Notes for Rs.	2,400
Sen, Bepinbehari	...	Do „	800
Sen, Bepinbehari	...		1933
Memorial Committee	...	Do „	600
			1934
Sen, Chandrakanta & Sen,			
Nishikanta	...	Do „	1,000
			1922
Sen, Jitendramohan	...		
(Rai Bahadur)	...	Premises No. 1, Girish Vidhyaratna	
		Lane (worth about Rs. 80,000)	1937
Sen, Keshabchandra, Honorary Secretary to the Memorial Committee of		3% G. P. Notes for Rs.	10,600
		Do „	100
		<hr/> Rs.	10,700
			1890
Sen, Srimati Kusum Kumari	...	3% G. P. Notes for Rs.	1,500
Sen, Sushilchandra	...	Do „	3,000
			1909
Sibley, George	...	Do „	1,72,200
		4% G. P. Notes for Rs.	2,000
		<hr/> Rs.	1,74,200
			1893
Singh, Maharaja Rameswar (of Darbhanga)	...		
		„	2,50,000
			1908
Singh, Maharaja Bahadur Rameswar Prasad (of Gidhaur)	...	Rs. 1,000 (transferred to the Patna Univ.)	
			1911
Singh, Ranjit (Maharaja Bahadur of Nashipur)	...	4½% G.P. Notes for Rs.	2,000
Sinha, Kumar Saratchandra	...	3% G. P. Notes for Rs.	16,500
			1898
			1916

<i>Donor</i>		<i>Amount.</i>	<i>Year</i>
Sinha, Satischandra ...	3% G. P. Notes for Rs.	1,100	1952
Smith Memorial Committee ...	3% G. P. Notes for Rs.	4,300	}
	4% G. P. Notes for Rs.	200	
		<hr/> Rs. 4,500	1899
Standard Pharmaceutical Works Ltd. ...		„ 2,100	1940
Stephen, Dr. Henry, Trustees to the Estate of ...	Alliance Jute Mills Co. Ltd. shares	Rs. 2,500	
	Kharda Company Ltd.	Rs. 7,000	
	Bally Jute Mills Co. Ltd.	Rs. 10,000	
	Titagarh Japer Mills Ltd.	Rs. 1,200	
	3% G. P. Notes for	Rs. 77,800	
		<hr/> Rs. 98,500	1928
Stephen Memorial Fund, Treasurer of ...	3% G. P. Notes for Rs.	600	1935
Suhrawardy, Abdulla-al-Mamun ...	Do	„ 2,100	}
	3% Con. Loan	Rs. 1,300	
		<hr/> Rs. 3,400	1919
Suhrawardy, Sir Hassan (Lt.-Col.) ...	3% G. P. Notes for	„ 4,200	1938
Sur, M. M. & Sur, R. ...	Do	„ 2,00,000	1945
Surendranath College Commerce Union ...		„ 1,000	1947
Tagore, Maharaja Jatindra-mohan ...	Do	„ 13,000	}
	4% G. P. Notes for	Rs. 700	
		<hr/> Rs. 13,700	1883
Tagore, Maharaja Pradyot Kumar ...		„ 10,000	1909
Tagore, Maharaja Pradyot Kumar ...	Two silver chairs for Chancellor and Vice-Chancellor		1936
Tagore, the Hon'ble Prasanna Coomar ...	3% G. P. Notes for Rs.	5,14,100	1862
Tagore, Ranendramohan ...	Do	„ 7,500	1943
Tata, Sir Dorabji, Trust ...		„ 60,000	1941
Tata, Sir Dorabji, Trust ...	Rs. 6,000 for 5 years		1944
Tawney Memorial Committee ...	Do	Rs. 1,200	1900

<i>Donor</i>	<i>Amount</i>	<i>Year</i>
Trevor Testimonial Committee ...	3% G. P. Notes for Rs. 4,200 } 4% G. P. Notes for Rs. 200 } 3% G. P. Notes for Rs. 300 }	
	<hr/> Rs. 4,700	1890
University Law College, Students and Professors of, ...	3% G. P. Notes for Rs. 5,800	1929
University Law College, Governing Body, ...	Do „ 68,700	1925
University of Calcutta, Fellows & Teachers of ...	Do „ 2,100	1929
University of Calcutta, Assistants of the Registrar's and Controller's Section and the Press ...	Do „ 500	1920
University of Southern California (U.S.A.) students of ...	Rs. 3,234 (for students' welfare)	1955
Vivekananda Institution, Howrah, Secretary and Headmaster ...	3% G. P. Notes for Rs. 800	1948
Vidyasagar College and Metropolitan Institution (main) Board of Trustees	„ 10,000	1956
Vidyasagar Memorial Fund, Honorary Secretary to ...	Do „ 1,500 } 4% G. P. Notes for Rs. 100 }	
	<hr/> Rs. 1,600	1892
Vizianagram, Maharaja of	Rs. 50 per month (for 1st scholar on the B.A. list) up to 1889	1865
Woodrow Commemoration Fund, Subscribers to the	3% G. P. Notes for Rs. 8,100 } 4% G. P. Notes for Rs. 200 }	
	<hr/> Rs. 8,300	1878

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